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ABSTRACT

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on instructional innovations and major curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The Fall to Summer 1978-79 issues contain a number of articles analyzing the effects of Proposition 13 and include the following feature articles: (1) "1978 Stanford Conference on Writing as a Basic Skill: Finding the Funds," by Genevieve S. Meyer; (2) "Stage Write: Confessions of a Born Again Writing Teacher," by Richard H. Dodge; (3) "Three Elements in the Teaching of Composition," by Rae Jeane Popham; (4) "One Successful Approach," by Mary Spangler and Rita Werner; (5) "On Writing a Placement Examination: From the Drawing Board," by Robert Mognis; (6) "Helping Students," by Thomas Peterson; (7) "Links in the Chain of Being: Where Does the English Discipline Fit?" by Gertrude Fujii; (8) "Literature Enrollment Declines," by Sandra J. Edwards; (9) "Madison Avenue Comes to College: Upping Literature Enrollment," by Nina Theiss; (10) "EOPS at Orange Coast College," by Bob Dees; (11) "A Few Words in Defense of Common Sense: An Apostrophe to Grendelian Grammar," by Lyndon D. Sundstrand; and (12) A Literature Class That Works," by Muriel Allingham-Dade. (AYC)

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ENGLISH COUNCIL OF CALIFORNIA TWO-YEAR COLLEGES ECCTYC

inside english

Journal of the English Council of California Two-Year Colleges

FALL 1978,
WINTER 1979,
AND
SUMMER 1979

VOL. V, NOS. 1-3

ED288568

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JC 870 240

EDITED BY BARBARA BILSON
AND FRANCES KURILICH

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inside english

Journal of the English Council of California Two-Year Colleges

Vol. 5, No. 1 **Fall 1978**

INSIDE

inside english

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Chancellor's View

Facing Realities

William G. Craig, Chancellor, California Community Colleges Looks at Proposition 13

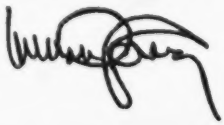
Although the fog has lifted a bit since June 6, the future for the California Community Colleges remains cloudy. We are confident that the community colleges will retain their vitality, responsiveness to local needs, and continue to serve California citizens in a way no other public institution can. As to the source of future financial support for the colleges, we are less certain.

Passage of Proposition 13 raised fundamental questions for all government entities and the community colleges in particular. Since it appears educational institutions will no longer enjoy the unprecedented growth and prosperity of previous years, we are forced to examine closely our mission in providing services to the public. In the coming year, decision-makers will be asking tough questions of those competing for a slice of the pie.

At the state level, we are attempting to anticipate these questions by conducting an intensive study of community college finance. Proposition 13 encourages us to examine such basic issues as Who should pay? How much? To support what? Thoughtful analysis of these questions and many others should allow us to make a strong case for support before the Legislature. After consultation with all community college interest groups and approval of the Board of Governors, we expect to be able to present a finance reform proposal to the Legislature early in 1979.

As a result of the money crunch, stronger documentation of our programs will be required and careful reporting on the use of our funds is necessary. A good case in point are those programs that have been developed to meet the special needs of students. Tutorial, remedial, and developmental assistance programs have been established in sophisticated learning resource centers, self-paced modular learning units, and coordinated instruction systems programs. I am confident that support for continuation of these innovations can be justified, but only through the efforts of faculty and administrators in showing fruitful outcomes and actual results from such investments. For example, decision-makers will be hard pressed to "pull the plug" on basic skills improvement programs that can demonstrate greater retention of groups with histories of high attrition rates.

I look toward the coming year as a challenge, not a setback. We can and will make the case for the California Community Colleges. But that case will rest on our ability to show that we can continue to provide vital, cost-effective, quality educational services to the citizens of California in the future and not simply to rely on triumphs of the past to see us through this critical period.



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CALIFORNIA REPUBLIC
ECCTYC

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inside english
The Journal of the
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"Sacramento Scene"

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"Upstate/Downstate"

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Editors' Viewpoint

Here's the first issue of *inside english* published by its new editors — and we hope you like it. When we were asked to follow the footsteps of Dick Booth, that most able and talented former editor of *i.e.*, we enthusiastically assented, but a few weeks later we were wondering if we had agreed to more than we could handle.

At first we thought to maintain intact the previous format of *i.e.* Then we decided that we needed to give the journal a new look — not to reject what Dick had created but rather to make it our own. Our ideas for a more "journal-looking" journal went the way of many other ideas — into the Proposition 13 "loss-of-funds" wastebasket. What you have in your hands is a compromise: keeping what has worked well for *i.e.* and adding some new features to interest and inform you.

What is *inside english*? We hope it's not just another professional paper (something to line the birdcage with). *i.e.* exists to let you know what is going on in community college English departments around the state and what legislation is pending or has been passed that affects us as teachers. In addition, it provides a forum for you to share with your colleagues your interest in and concern for our profession, and it explores ideas about teachers and teaching: what works well, what doesn't, and why.

For *i.e.* to achieve its goals we need your involvement. We need you to read the journal and to respond to it by sending in your letters to the editors. We need your shorter contributions to its regional news (see "Upstate/Downstate"), its book and media reviews (see "REviews"), its information exchange (see "Member to Member"), and its student responses to assignments (see "Authentic Voices"); we need your longer feature articles to bring your ideas and concerns to *i.e.'s* pages. One correspondent suggested that the next issue be devoted to writing labs and writing programs that have been successful. We encourage you to submit articles describing such programs, evaluations of these programs by colleagues and students, and reviews of the materials you find useful for helping the student. Also, let us hear from you about themes for future issues. The deadline for submitting material for the next issue is 16 January 1979.

We also need your editorial help. Bob Dees from Orange Coast College has agreed to be the regional editor, collecting and putting together the news from the ten college regions for "Upstate/Downstate," and Jim Cagnacci will continue his "Sacramento Scene." In addition, however, we need editors for "REviews," "Member to Member," and "Authentic Voices." The editor collects the copy for the column, proofreads it (making any necessary corrections), writes any transitions, and submits the copy (print ready) to us by our deadline. If any of you would enjoy working with us in creating *i.e.*, please contact us by letter or by phone as soon as possible.

Four people deserve special mention for all the encouragement and advice they have given us. Dick Booth made our assumption of editorial duties as smooth as possible and gave us many hours of his time to save us many hours of ours. Genevieve Meyer listened to our ideas and by bouncing them back to us helped us evaluate them; she heard our problems and with her gentle efficiency helped us solve them; she was always available when we were stuck, taking us by the hands and leading us where we needed to go. Charlie Davis, who guided *i.e.* through its printing at Los Angeles Trade-Technical College, patiently shared with us his experience and knowledge. Gertrude Fujii believed in our abilities and through her meetings with us and phone calls to us encouraged us to believe in them ourselves. To these four special people and to all of you who submitted material to *i.e.*, we extend our sincere thanks for your helping us begin *inside english's* fifth year of publication.

Barbara Bilson

Barbara Bilson

Frances Kurilich

Frances Kurilich

Letters to the Editors

Dear Editors:

As an instructor in the currently growing field of remedial college English, I would welcome more articles addressing this subject. Such topics as student identification, testing, and the problems of teaching writing to students who are weak in their basic skills are most urgently needed. In addition, I and teachers like me would find helpful reviews of books and programs that have been proven effective in the basic writing classroom. Perhaps a bibliography of such material and of books that explore the areas mentioned above could be compiled and published in *inside english*.

ANN POPE STONE
Santa Monica College

Editors' Note: The Winter 1979 issue of *inside english* will be devoted to writing programs on various levels and will include articles about writing labs, writing workshops, basic skills approaches, and freshman composition classes. We urge our readers to submit articles and reviews for this issue. The copy deadline is 16 January 1979.

Dear Editors:

I'm sure that somewhere in your first issue as new editors of *inside english* you are thanking Dick Booth for the excellent job he did as editor of *i.e.* I would like to add my thanks and some comment. A large part of Dick's success as editor was, I think, his accurate sense of what interests community college English teachers, i.e. the troops in the trenches. I don't think that he always agreed with everything that he published or that he worried very much about offending some readers or even about hurting the feelings of a writer whose piece he rejected. His standard seemed to be that he published what interested him and avoided articles that, however useful to someone else, bored him. I recommend that you continue the some policy.

Thank you both for taking one difficult job — and good luck.

JUDY HERT
Editor: San Bernardino Valley College

The Moloch of higher education is demanding more sacrifices. Most UC's are now propitiating students by granting baccalaureate credit for Subject A-equivalent courses. Moreover, the nineteen state colleges and universities sanction this move; declining enrollments have made them hungry also.

To assume that this evidence of institutional expedience does not affect us appears naive. To believe we could reverse the trend by rearguard attacks and strategic appeals to high standards seems equally fruitless. I suggest instead we unify behind ECCTYC's denunciation of further dilution in writing programs.

We may soon, after all, confront pressures to remove freshman English as a graduation requirement for transfer students. Though I believe we can agree basic education in paragraphing should never qualify for more than elective credit at the four-year colleges, we might well consider awarding AA credit on our own campuses to students enrolled in the class which parallels Subject A. Once again, articulation means follow the leader.

JULIE HATOFF
MiraCosta, Oceanside

Calendar

23-25 NOVEMBER 1978
National Council of Teachers of English Annual Convention, Kansas City. Speakers include: Daniel Fader, Alfred Kazin, Gordon Parks, Jim Quinn, and Paul Zindel. Write: NCTE, 1111 Kenyon Road, Urbana, IL 61801.

6-8 DECEMBER 1978
Networks Second Annual Conference: "Questions and Answers ii," San Francisco. Write: Virgil Logan, Networks, Bronx Community College, 181st St. and University Avenue, Bronx, NY 10453

9 DECEMBER 1978
American Studies Seminar: "Southern California: 'An Island Within an Island,' " Torrance, CA. Write: Dr. Joe Collier, El Camino College, 16007 Crenshaw Boulevard, Via Torrance, CA 90506.

27-30 DECEMBER 1978
American Institute for Writing Research, New York. Write: Serban C. Andronescu, Grand Central Station, Box 2129, New York, NY 10017.

27-30 DECEMBER 1978
Modern Language Association Annual Convention, New York City. Participants include: Malcolm Cowley, Colleen Dewhurst, Geraldine Fitzgerald, Allen Ginsberg, Justin Kaplan, Galway Kinnell, Octavio Paz, William Styron, and Eudora Welty. Write: Elaine Reed, MLA, 62 Fifth Avenue, New York, NY 10011.

16-18 FEBRUARY 1979
California Association of Teachers of English Annual Meeting, San Diego.

26-27 FEBRUARY 1979, 1-3 MARCH 1979
Teachers of English to Speakers of Other Languages Annual Convention, Boston. Write: Professor Charles A. Yorio, Department of Linguistics, University of Toronto, Tornonto, Ontario, M5S1A1, Canada, or TESOL, Georgetown University, Washington, D. C.

PRESIDENT'S MESSAGE

"Killed But Not Dead"

The tiled stairs made a most satisfying clatter, and the wrought iron balustrade with its rods and curlicues provided admirable ambush positions from which to shoot down interplanetary invaders and the bad guys. Even with the door of my study shut tightly against this warfare, I could hear the nine-year-old laying down ground rules and assigning roles. All accepted his authority except the five-year-old, whose acquiescence was not without its bottom line. "OK," piped the indignant little voice. "You can kill me, but I'm not gonna die, 'cause I have to fight the next battle!"

As I assume the presidency of the English Council of California Two-Year Colleges after the able administration of our first president and founding member, Don Snepp — without whose guidance and inspiration ECCTYC could not have survived — I cannot help but think that this declaration of invincibility toward an artificially decreed fate sums up our position in the English discipline. In the aftermath of Proposition 13, canceled classes, extra loads, irregular schedules, and decimated conference funds have transpired to kill us, but we are not going to die, because the battle has just begun. And, in order to fight the battle, we need to take stock of our resources, rearrange our priorities, and hold to what we consider vital in the academic program.

It is more important than ever that we in one of the key disciplines of the college curriculum should rise to the challenge. In a mechanistically and materialistically oriented society, we need the leavening and inspirational effects of literature. In an increasingly media-bombarded yet strangely inarticulate world, we need to emphasize the importance of the writing and communication skills of the individual. In a milieu which relies so heavily upon symbols, the person with writing skills is at a disadvantage, for writing is nothing more than a symbolic representation of organized thinking.

As to resources, we have a cardre of some three thousand English instructors who make up the largest academic discipline in the community colleges. With this tremendous reserve of talent and experience, we can look for different concepts of teaching and learning, for new approaches to our discipline. In light of the changing nature of the college student, we can adjust and develop alternative courses and materials. We can research and experiment with methodologies such as the mastery concept of learning, individualized instruction, or the interdisciplinary approach to common basic skills. We can also take advantage of existing institutions and support services. Both the libraries and learning centers can be utilized as adjuncts to teaching. We can investigate grants and fellowships to further our effectiveness as instructors. We can participate actively in the writing projects now being developed intersegmentally. The resourcefulness of the English instructor is the greatest resource we have.

In the scramble for students and the resulting magical Average-Daily Attendance numbers, we have sometimes abandoned scruples and common sense in favor of esoteric and sometimes academically unsound courses in order to pad enrollment. In light of stringent limitations on course offerings, we need to focus on what we consider crucial to a responsible and effective curricula for students and their varying requirements. This in turn implies making some choices and ranking them in order of their value. For example, canceling a transfer literature course may be expedient because it traditionally has a smaller enrollment, but, at the same time, we are denying some student the preperation he needs to compete at four-year institutions. Unpopular as basic skills courses may be, nevertheless, they are needed to help unprepared students who otherwise would not be able to handle college-level work. Choosing priorities is painful at times, but this is an issue we must meet.

Above all, we need to hold to what we consider vital in the English-teaching program. We consider it vital to uphold academic standards. In order to maintain such standards, we must insist upon a manageable load. We hold it important to teach all the students who come to us — the vocational, the occasional, the professional. But we also regard important the degree-bound who come to us for lower division work — for academic or economic reasons. In spite of the scurry and desperation following Proposition 13, we need to remember that we are a unique and tested institution which has filled a great need in the academic hierarchy. We shall continue to do so. And we in ECCTYC commit ourselves to the support of the English discipline within the that institution.

But no organization, no matter how well-motivated, is any better than the sum total of its membership. In this regard ECCTYC has been extraordinarily fortunate in beginning its existence with a highly dedicated core of officers and directors and a concerned and cooperative membership. With Jim Cagnacci of San Francisco City College as an active and supportive vice president, Jack Gill of San Mateo as secretary, Patricia Barney of Citrus College as treasurer, John Coates of Orange Coast as public relations officer, and the twenty directors who represent the ten geographic regions in California, I look forward to a term of challenge and service.

In addition to the officers and directors is one person who more than anyone else has served to establish ECCTYC as a state organization and that is the editor of its journal, *inside english*. The first editor, Jim McCormick of San Bernardino, gave it its impetus and format, but it has been Richard Booth of Crafton Hills College who has almost single-handedly developed the journal into a responsible vehicle which reflects the concerns of the English instructor in California. Serving as circulation editor, Judy Hert of San Bernardino has also been of assistance in keeping ECCTYC going to its membership.

And now, *inside english* goes into another phase of development with Barbara Bilson, editor, and Frances Kunlich, associate editor, both of whom teach at Santa Monica College. We look forward to a great future with these talented and energetic editors, and I know all will join me in not only extending them a welcome but also pledging cooperation and participation.

And so ECCTYC marches into a new academic year. The undaunted battle cry of the soldier who could be killed but would not die can very well be ours. If that is the only benefit I received from the onslaught of little nephews which we endured during the family reunion this summer, the noise and warfare on our stairs were well worth it.

SACRAMENTO SCENE

6 + 13: Will It Add Up?

By JIM CAGNACCI
City College of San Francisco

Earlier this year numerous education bills were introduced in Sacramento. However, the ominous shadow of Proposition 13 was cast on these measures, and any that might be either costly or controversial were summarily killed, furtively withdrawn, or quietly tabled. What remained were relatively innocuous and uninteresting.

The chief activity of the members of the legislature was the attempt to ameliorate the initial impact of Proposition 13 on colleges by distributing a chunk of the state surplus to community college districts, thus underwriting the cost of higher education. Though all districts suffered some financial setback, this additional state money greatly eased the monetary crisis we had expected to occur. However, it is unrealistic to think that things will now return to normal. The "crunch" simply has been delayed. In distributing the surplus this year, the legislature made it clear that this allocation is a once only action — not to be repeated. Unless the legislature passes some new method of financing community colleges, the axe will fall at the start of the 1979-80 academic year.

By the time this journal reaches you, the November election will have occurred, and the fate of Proposition 6 will have been determined. We can only hope that it has gone down to defeat. It is one of the most insidious attacks on personal liberty and academic freedom to have surfaced in recent years. Under the guise of denying credentials to "public homosexuals" and of revoking the credentials of those already teaching, the initiative would ban the existence of Gay Studies, prohibit the teaching of any course with a gay theme, and prevent instructors from adopting texts written by either avowed or suspected homosexuals or from making any mention of homosexuality without condemning it. Also, it would ban campus recognition or funding of gay groups ☆ ☆ ☆

No one is safe from the effects of this proposition. Anyone who is accused of being a homosexual by a colleague, a non-certificated employee, a student, or a member of the community MUST be suspended and cannot return to the classroom until cleared of the charge by the Board. Such accusations may include charges of being a homosexual, of using texts that are written by known or alleged homosexuals or that do not condemn homosexuality, or of being sympathetic to homosexuals or their "causes." If this attack on homosexuals succeeds now, who will be next? Blacks? Single persons? Unmarried parents? Catholics? Jews? Union members? Any individual or group that runs afoul of the community stands the chance of becoming the next target. Surely, even if Proposition 6 has been approved by the voters, it will have to be declared unconstitutional. But between the time of passage and the final decision on constitutionality much damage could be done and many good people could suffer.

UPSTATE

DOWNSTATE

"UPSTATE/DOWNSTATE" welcomes contributions from member colleges of the ten regional zones of California two-year colleges. These articles might describe a regional conference, a program of liason with community high schools, a special community service English offering, an out-reach English program, an unusual course, a different approach. Send your article, from 250-500 words, typed, double-spaced, to Bob Dees, Regional Editor, Orange Coast College, 2701 Fairview Rd., Costa Mesa, CA 92626.

News From Our Regions

REGION II: SAN FRANCISCO BAY

Directors: John Callen, City College of San Francisco and Marlene Griffith, Laney College

The Mills Conference, our regional meeting, was held at Mills College on June 3, 1978. This most excellent program was devoted to articulation with high school English programs in our area. The conference featured four speakers, each of whom serves as a department head in a "representative" high school: academic, urban comprehensive, suburban comprehensive, and technical. The speakers described their English programs, gave a profile of their students, and spoke about how they thought their courses prepared students for transfer to a community college. A discussion period followed their presentations.

This program proved exceptionally beneficial. We are all so concerned with articulation "up" to the University of California and California State University systems that we sometimes forget our responsibility to articulate with the levels that feed us. Conference members learned that the secondary schools can become as frustrated in their relationship with us as we often become in our relationship to the various state universities. The community college, very much in the middle, must always remember to "look both ways" for its function and identity.

JIM CAGNACCI
City College of San Francisco

REGION VII: NORTH LOS ANGELES

Directors: Genevieve S. Meyer,
Los Angeles Trade-Technical College,
and Sr. Joseph Adele Edwards,
Mount St. Mary's College.

Practice in holistic scoring of essays marked the 1978 Spring Conference of ECCTYC's North Los Angeles Region held at Los Angeles Pierce College on March 16.

English faculty from fifteen regional colleges participated in a workshop conducted by Carol MacKay, UCLA specialist in writing instruction, doctoral fellow, and co-author of the textbook, *Righting Writing, A Guide to Composition.*

Under Ms. MacKay's direction, the group scored several essays by using holistic technique, a system in which readers evaluate writing "as a general impression of a whole essay after internalizing elements of a scoring guide." In contrast with this procedure, "analytic grading isolates and rates individual qualities."

Holistic evaluation of writing is much used for admission, placement, and course grading at two-year and four-year colleges and universities.

During the half-day program, a "Potpourri," or teacher-exchange, was conducted by Sr. Joseph Adele Edwards, Director of Communications, Mount St. Mary's College. Mary Ann Pacheco and Jim Hawley of Rio Hondo Community College contributed materials explaining how their department sustains enrollment in elective literature courses. Clela Allphin, Gary Seigel, and Lloyd Thomas of Los Angeles Mission College demonstrated and discussed effective teaching techniques.

Pierce College hosts were Charles Cobb, Chair of English, and William Landau, immediate past chair. Dr. Norman Chapman, Dean of Instruction at Pierce, opened the conference with timely remarks on "the importance of the difficult task of teaching writing."

GENEVIEVE S. MEYER
Los Angeles Trade-Technical College

For Emily Dickinson

One word to set the world aflame
One word to charge the stars.
May it electrify my brain
And scatter me to Mars.

But when explosions settle
And hours tick off the same,
May it confirm my mettle
And bring me home again.

MAXINE KENT VALIAN
East Los Angeles College

REviews

A Rich Diet of Instruction

By SUZANNE SEKULA
Santa Monica College

The center for the Humanities in White Plains, New York, has offered the English teaching community the best of at least two possible worlds. They have combined intelligent writing and planning with a great deal of cleverness to produce well-integrated programs that are enjoyable to use. Their attractive catalog displays a tantalizing selection of materials in the language arts, including reading, writing, speaking, listening, study skills — even the research paper.

But the serious shopper is advised to sample only one program at a time, if only to savor it a while and appreciate what it does. In "Grammar: Everything You Wanted to Know about Usage," for instance, one is offered a rich diet of instruction in sentence structure, agreement problems, and usage problems. Although each part boasts only 17 minutes running time, that number is deceiving. If used as directed —•with warm-up activities, exercise frames, and supplementary work — the program is rich enough to sustain use in at least two 50-minute sessions.

Any part of the three-part "Grammar" series could be easily adapted to small group or individual use. But the examples are so contemporary and spunky, it is difficult to resist presenting at least some of the series to the class as a whole. Part I, for example, features revision of paragraphs on horror movies and Van Der Zee, a black photographer from Harlem; Part II kicks off with a humorous treatment of Mammy Yokum's speech (of L'il Abner fame); Part III gives sentences on the Incredible Hulk and the Grand Ole Opry as practice exercises.

Rather than stressing stringent rules prescribed by some grim, nameless grammarian, then, "Grammar" urges viewers to use their ears and their own natural instincts for language as their guides. Part I, especially, reminds students that language is a means of individual expression and that it has only been standardized and regulated through time and convention. It follows that the producers and writers have relied on good sense and humor, rather than lengthy technical explanations, to get their points across. The principles derived from these frequently comic episodes are then carefully laid out in rules that students can copy from the screen and keep for future reference.

All of these features combine to create a well-conceived instructional program that is bright, sound, and effective.

□ GRAMMAR: EVERYTHING YOU WANTED TO KNOW ABOUT USAGE, edited by Jesse Robbins. Center for the Humanities (White Plains, NY, 10603), 1977, $140.50 (includes 240 slides in 3 carousels, 3 tape cassettes, 3 long-playing records, a teacher's guide, and a library processing kit).

Help At Last

By BARBARA BILSON
Santa Monica College

Rarely — in fact, all too rarely — do we teachers find a book that not only talks about the teaching of writing but also gives tested, workable suggestions about how to do it. Rae Jeane Popham (a part-time English instructor at Santa Monica College, Los Angeles Trade-Technical College, and UCLA) and Janet Zarem have given us such a book, valuable both philosophically and practically. Their booklet, *Improving Basic Writing Skills*, alternates chapters on the process of writing with detailed model assignments that put the theory into practice, and it packs into its fifty-five pages most of what you need to know to help a student learn to write controlled, organized expository prose.

In their introduction the authors discuss writing as a skill, which "like any other skill . . . can be learned when it is broken down into its constituent parts." In demystifying this process they indentify eight steps and demonstrate throughout the remaining chapters how these steps can lead to effective expository writing. The authors, who see writing as a process, advocate a "writing workshop" approach to the classroom. Recognizing that "conducting a composition class in a workshop format, as opposed to the traditional teacher's lecturing and students' taking notes, is more difficult and requires a great deal of planning," Popham and Zarem provide the reader with specific suggestions for syllabus planning and classroom organization. These specifics grew out of classes that Popham conducted and materials gathered from the UCLA/Santa Monica College California Writing Project.

The first part of *Improving Basic Writing Skills* concentrates on pre-writing, which "includes all the activities prior to the rough draft of an essay": "1. gathering data, 2. listing details, 3. formulating a thesis statement, 4. selecting the details that directly support the thesis, and 5. ordering the details coherently." According to the authors, these five steps "will take the student from an idea to an outline." Following a discussion of pre-writing, the authors present thirteen "pre-writing activities," designed to "begin with data-gathering from the students' own experience and end in generalizations that can be developed into rough drafts."

The next section focuses on the writing itself: the rough draft, the final draft, and the revision. As in the first part, this section begins with a discussion of these processes and follows it with "writing activities."

The third section of the booklet deals with evaluation, both teacher and peer. Drawing on Susan Miller (*Writing: Process and Product*), Roger H. Garrison ("One-to-One: Tutorial Instruction in Freshman Composition," *New Directions for Community Colleges*), Donald M. Murray (*A Writer Teaches Writing: A Practical Method of Teaching Composition*), and Mina P. Shaughnessy (*Errors and Expectations: A Guide for the Teacher of Basic Writing*), the writers discuss what evaluation involves, both for the rough and the final drafts. "Evaluation Activities" follow, focusing on peer critiquing.

The booklet's final section, an appendix, includes examples of a syllabus, a class calendar, data-gathering forms, and peer critic checklists. These help illustrate aspects of classroom organization and activity presented earlier in the booklet.

Although the workshop format detailed in *Improving Basic Writing Skills* may not appeal to all English instructors, every teacher can benefit from the positive attitude toward student writers and the practical suggestions for classroom activities that Popham and Zarem give us in this valuable booklet.

□ Rae Jeane Popham and Janet Zarem, *IMPROVING BASIC WRITING SKILLS*, Instructional Objectives Exchange (Box 24095, Los Angeles, CA 90024), $3.95

"REviews," new to this issue of *inside english*, features reviews of books and media programs that are suitable for use in writing or literature courses or that have special interest for teachers of English. In this issue, for example, we have included a review of a multi-media grammar program that has proven to be successful both in the classroom setting and for use by an individual student. Our second reviews looks at a booklet that gives concrete aid to the teacher of writing. Reviews for this column should be from 100 to 500 words and should include an evaluation of the book's or program's effective use in a classroom, in a learning resource center, by an individual student, or by the instructor. We hope such reviews will inform our readers about new materials that become available and remind them about those already in existence that worked well for others. In addition, we are looking for someone to be editor of "REviews," gathering the copy, proofreading it, and submitting it for publication. If anyone is interested, please write to the editors of *i.e.*, — we need you.

Facing the Issues:

ECCTYC's SEMI-ANNUAL BOARD OF DIRECTORS MEETING October 26-27, 1978

Looking out the window of the Oakland Room of the Claremont Hotel Thursday morning, one could see the city of Berkeley, hazy under its cover of early morning fog. The sky was grey, the buildings were grey, and the greyness made the air seem colder than it really was. Inside the Oakland Room the ECCTYC Board members pulled their jackets and sweaters tighter around themselves. The long table, covered with a starched, pale yellow tablecloth, had upon it the accoutrements of work about to begin: neatly stacked papers carefully contained in clean manila folders; empty, shiny black ashtrays; red water pitchers surrounded by stubby water glasses. As the twenty-two Board members present took their seats around the table, some silently read their notes, some spoke quietly with their neighbors, some warmly greeted old friends: all were waiting for the meeting to begin.

Seven hours later, while the Berkeley sky had brightened and again clouded over, sweaters and jackets had come off, and the yellow-covered table now chronicled the long day of work: empty and half-empty coffee cups, ashtrays filled with grey-white cigarette stubs, used water glasses, damp rings where water pitchers had been set down, and papers scattered everywhere. Hands gesturing, faces mobile with smiles and frowns, voices vibrant with energy carried ideas back and forth across and along the table. And at the head of it all sat President Gertrude Fujii, calmly and reasonably cutting through the rhetoric, guiding straying speakers back to the point, back to the issues at hand.

Central to those issues was ECCTYC's concern with its commitment to enhance communication among English teachers across the state. During the first day of the meeting this concern threaded together the reports presented to the Board. Among those the Board received and discussed were Gertrude Fujii's account of the Intersegmental Committee on Writing (see *i.e.*, p. 7), Ann Clutinger's discussion of the Chancellor's Advisory Committee on Basic Skills (see below), and Don Snepp's resume of the progress being made on a grant proposal aimed at discovering exemplary writing programs and setting up workshops to disseminate good ideas for the teaching of writing. After hearing these reports, the members broke into committee meetings to work in small groups on the concerns ECCTYC was addressing: goals and policies for ECCTYC, format changes and editorial policy for *inside english*, the recommendations ECCTYC proposes for the Basic Skills Committee, community college participation in the California Writing Projects, general education requirements, and criteria for Subject A/Composition courses.

When the Board reconvened on Friday morning, each committee presented its report for discussion and approval. First to report was the Goals and Policy Committee, chaired by Don Snepp, City College of San Francisco (Past President of ECCTYC). Serving with him were Pat Barney, Citrus College (Treasurer); Sister Joseph Adele Edwards, Mount St. Mary's College, Doheny Campus (Region VII); and Julie Hatoff, Mira Costa College (Region X). The committee established as ECCTYC's overall goal the "improvement of the teaching of writing and of professional English skills in California two-year colleges." To achieve this goal ECCTYC should be involved in articulation through regional meetings of English chairpersons and faculties and a statewide meeting of English chairpersons; articulation should be lateral (with all the California community colleges) and vertical (with the University of California, California State Universities and Colleges, and secondary schools). ECCTYC should serve as an information forum through its regional and statewide meetings, through *inside english*, and through liaison with other professional organizations; it should advocate its goals by the participation of ECCTYC officers on select committees, through articles in *i.e.*, and by letters. Lastly, ECCTYC should work to reach its goals by programs of staff development.

CSUC English Council Meeting (L to R) John Clendenning, Genevieve Meyer, Jim Cagnacci

Genevieve Meyer, Los Angeles Trade-Technical College (Region VII), chairperson of the Editorial Committee, called upon Barbara Bilson and Frances Kurilich, Santa Monica College, the editors of *inside english*, to present to the Board the policies and aims of the journal. As the editors stated, the "primary goal for *i.e.* is to publish a journal that addresses the professional and political concerns of teachers of English in California two-year colleges." They explained the changes in the format of the journal and the new features, and they closed with a request — a plea! — for submissions, especially articles, book and media reviews, and material for the new columns.

The recommendations submitted by the Subcommittee of the Chancellor's Advisory Committee on Basic Skills were considered by the Basic Skills Committee, and this report elicited the most vocal response from the members of the Board. Ann Clutinger, San Diego Mesa College (Region X), who serves on the Chancellor's Advisory Committee, worked with Gloria Floren, Mira Costa (replacing Julie Hatoff, who will be on sabbatical, as a director of Region X), and John Callen, City College of San Francisco (Region II), to reword the recommendations in response to the objections Board members had raised when the report initially had been presented on Thursday. The recommendations include a definition of what constitutes minimum writing skills, statements of what credit should be considered acceptable for an A. A. degree and for meeting transfer requirements and what should constitute the course content of basic writing courses, a rationale for placement testing and for state funding of such programs, demonstration of the need for staff development and for learning centers and instructional support personnel to support basic writing programs. Since the Basic Skills Committee meets 2 November 1978, a detailed report of the recommendations it will submit to the Chancellor's Advisory Committee is not available at this time but will be published in the next issue of *i.e.*

Marlene Griffith, Laney College (Region II) was joined by Dick Lundquist, Cabrillo College (Region III), Jim Cagnacci, City College of San Francisco (Vice-President), Joe Fitschen, Lassen College (Region I), and Jim Quai, University of California, Berkeley, to work on a statement of criteria for Subject A/Composition courses. The committee developed the following statement, which the Board approved unanimously:

"By the time students finish high school, they should have experience with

- as much writing as possible
- of different kinds (e.g. letters, dialogues, stories, journals, essays, reports, editorials)
- for different audiences (self, peers, teachers, the world at large)
- using appropriate levels of language (from conversational to formal).

When students are ready to enter English 1A and other college courses, they should be able to

- follow or argue a thought in an organized fashion with sufficient explanation
- moving between specific and general, concrete and abstract in acceptable English,

so that what they are saying can be understood by a reader who does not necessarily share the writer's assumptions or experiences."

Alice Brekke of South Basin Writing Project spoke to the Board about the statewide writing projects and discussed the legislative bill designed to fund these projects. Community colleges, who function so importantly in the teaching of writing, must participate in these projects along with English teachers from the elementary, secondary, college, and university levels. Judy Hert, San Bernardino Valley College (Region IX) and Nayan McNeill, Foothill College (Region III) served on a committee to look into these projects and to investigate ways to involve more community college English teachers.

L to R; Bill Decker, John Callen, Don Snepp, Marlene Griffith, Bob Mognis.

The general Education Requirements Committee met with a committee of CSUC people to discuss the issues raised by the current Title V definitions and restrictions. Bob Mognis, Modesto Junior College (Region IV) and Bill Decker, College of the Sequoias (Region V) urged ECCTYC to recommend changes in the Title V law.

Dr. Ed White, California State University, San Bernardino, sat informally with the Board and discussed the need for close cooperation and communication between ECCTYC and CSUC. He presented an overview of the two tests he developed: the English Equivalency Test and the English Placement Test. The former affords a fine distinction at the upper end of the proficiency spectrum; the latter enables distinctions to be made at the lower end. The two tests are quite different and serve different ends. The equivalency test, which is given each spring, allows a student who passes it to receive six units of college English credit. Of those taking the test in 1978, 41 percent passed. Although the University of California and California state universities and colleges have accepted the equivalency test and have issued credit to the students, community colleges have not. The placement test has four parts: three multiple choice sections (sentence structure, logic and organization, and reading comprehension) and a writing sample. Samples of the test may be secured through the Educational Testing Service, and sample essays with their scoring are published in *Comparison and Contrast*, available through the Chancellor's Office California State University and College Office, Long Beach.

Another visitor to the Board was Ralph Rader, Chairperson of the English department at UC, Berkeley. He told the members of the board about a project in the history department of UC, Berkeley, to grant fellowships to community college teachers, allowing them to enroll in graduate level courses without having to fulfill degree goal criteria. Professor Rader asked whether such a program would be desirable in English. The consensus of the Board of Directors affirmed that such a program would meet with wide approval among community college teachers.

All the members of the Board spend the two days of the conference examining the issues of concern to those teaching English to students in two-year colleges. This member, for one, felt a renewed commitment to the profession in general and to the student in particular. Although individuals expressed varying ideas, each person was listened to with understanding and was questioned, if at all, with respect. Throughout all these discussions Gertrude Fujii maintained order and decorum (though every so often she succumbed to ad-libbing some pun or play on words), while Nayan McNeill on Thursday and Dick Lundquist on Friday wrote furiously to capture in the minutes the reams of words spoken around the long table.

By Friday afternoon everyone, though excited by the discussions and the working out of ideas that had transpired over the past two day, was exhausted. "I move to adjourn," someone called out after the last business had been conducted.

"Do I hear a second? Do I hear a second?" Dick Lundquist pleaded, but nobody else waited to find out.

FINDING THE FUNDS
1978 Stanford Conference on Writing as A Basic Skill:

Financial and political support for writing programs on the community college level was the subject of intense discussion by a select group of fifty participants in a one-day conference at Stanford University. Officials from state governing boards and state agencies, legislators, and members of California postsecondary institutions and organizations attended.

Stanford's Center for Teaching and Learning joined with the English Council of California Two-Year Colleges (ECCTYC) to sponsor the June 10 conference entitled "Writing as a Basic Skill: Pedagogy and Politics." Hosts were David Halliburton, Director of the Center, and Donald F. Snepp, first president of ECCTYC.

Dr. Halliburton analyzed both the fallacy and the validity of evaluation techniques used to award grants, establish student ratings, maintain competency based curriculum, and weigh teaching improvement programs. He predicted overwhelming expansion of evaluation in spite of meager scholarship in the field. "Evaluation promises great prosperity for the future," he said, "especially for the evaluators." His words evoked images of a massive industry involving production, publication, distribution, and administration of data programs and materials, all computer-geared to be consumed and then dispensed in various forms for many purposes.

Dr. Halliburton pointed out the adversarial nature of some aspects of evaluation, saying there was urgent need for clarification of theory and for coordination among evaluators to assist rather than combat one another. He strongly advised people who are teaching composition to investigate the subject of evaluation soon, because all educators "are going to be evaluated to death."

Alex Sherriffs, Academic Vice-Chancellor of CSUC, noted that two-year and four-year schools have a common lower division curriculum and face common problems — the most critical, in his estimation, being the high percentage of bright students entering colleges and universities each year without the reading and writing skills necessary for matriculation on a college level.

"Nearly fifty percent of students entering university can't write a complex sentence," he declared. Considering the educational responsibility that such student handicaps place upon us, and considering that the future of a free society depends upon an educated populace competent in a common language, "one would think," said Dr. Sherriffs, "that we in postsecondary education would have full support of the public. But we do not."

Citing public acceptance of Proposition 13 and the ensuing financial loss to the schools of forty-million dollars, he urged generation of public support to quickly retrieve that loss. However, he recognized the difficult problem of creating public support, explaining that the public and the legislature believe that deficient language skill among such a huge percentage of students is the fault of teachers in elementary and secondary schools. "But *we* teach their teachers!" Sherriffs said, placing blame on the four-year schools.

He called for greater dedication from teachers "to help the crippled who can't read and write," stronger effort "to sell the legislature" on the value of post-secondary education, and a visible movement "to let the public know that education is exciting. Get them excited!" he urged. Without expanding on the task of generating excitement for learning, Sherriffs stated that increasing numbers of the brightest students are dropping out of classes "because of professors having to reach the lowest common denominator in their discourse."

One aspect of this point involves placing entering students in classes according to level of achievement. Placement procedure was mentioned by Clarence Mangham, Assistant Chancellor of California Community Colleges (CCC), in his summary of a survey made by the CCC Basic Skills Committee. Of the community colleges responding to the survey questionnaire, thirty-nine had adopted a procedure for placing remedial students in classes according to level of achievement. Such procedures alleviate the problem of unprepared students forming a class nucleus requiring instruction below the course level.

Dr. Mangham explained the importance of the Basic Skills Committee, whose work covers speech, listening, reading, writing, and computational skills. The major task of the Committee, he said, is to determine "(1) what is going on in the community colleges, and (2) what ought to be going on."

To investigate the first question, a survey was devised to probe each college for such things as the number of courses identified as basic offerings, the kinds of skills taught as basic, the placement procedures used, the proficiency testing used, the kinds of instructional methodology practiced, the para-professionals used, the kind of learning center used, the interdisciplinary activity developed, the kinds of funding used for instructional programs, and the evaluation procedures adopted to weigh the effectiveness of instructional measures.

Some interesting conclusions Mangham presented were that the majority of community colleges require a proficiency test for the associate degree, that almost none of the colleges have interdisciplinary programs, that a majority use para-professionals, and that the least used of all operations was follow-up of students.

The Committee report went to the Board of Governors this fall, and recommendations will ultimately go to Boards of Trustees throughout California.

Gertrude Fuji, ECCTYC president-elect and member of the Basic Skills Committee, said "Teacher training must involve diversity of methodology and training in teaching basic skills." Enumerating some pertinent findings on current methodology, she reported that the *modular* works well only with older students; *mastery learning* requires great flexibility in scheduling; computer assisted *auto-tutorial* works only for some students (correct answers come, but without comprehension of concepts); *peer tutors* must be well screened, else the blind will be leading the blind; *traditional class dynamic* limited to a 1 to 35 ratio is most popular; and *learning centers* work best as an adjunct to class instruction.

Dr. Fuji also observed that the cafeteria concept of community college is too expensive for the Jarvis era: "We must decide what's important."

Miles Myers, Director of the Bay Area Writing Project, reminded the group that the renowned BAWP is not a place or building — it is *people*. "Their talent makes the success." He warned against selecting for projects people who won't share their knowledge and experience with others, saying that willingness to share is an essential trait.

Echoing the thoughts expressed by others on the importance of intensifying basic writing instruction, Dr. Myers said, "Democracy must have people who can interpret in depth. Demagogues want a populace who can interpret only basic words, because a limited people can be controlled with billboards, ads, and simple propaganda techniques."

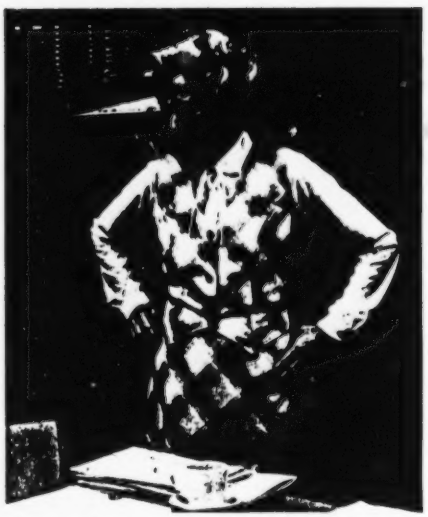
Myers suggested several sources of funding for state universities. For community colleges he cited AB551 which allows four dollars per pupil for in-service programs along with released time, and AB65 which grants thirty dollars per pupil for one year and would allow a community college to sponsor a program for a high school. Dr. Myers also observed that combinations of money will support proficiency examinations. "Match-money can be obtained as gifts for matching from private citizens and such corporations as Readers Digest and Scripps."

David Gordon, Assistant Chief, Office of Program Evaluation and Research, State Department of Education, said that effective advocacy for educational programs comes from the "one who sees opportunities rather than problems." Right now, he said, the "will of the people" is against public spending. Many people do not view writing instruction as necessary because "*people do not need to know how to write to survive.*" But he saw value in the new proficiency/statutes for secondary schools, noting that "districts are searching around for expertise to help them meet the standards that proficiency requires by 1980."

To obtain funds, Dr. Gordon recommended using data to support a request: data on attitudes of teachers or students, studies on graduates, studies on student motivation, figures on institutional support, types of relations with other agencies and institutions. "There are all kinds of funds," said Gordon, "funds to discover people's problems, funds for discovering people, and funds for evaluating discovery of problems." But among the most important funds, he said, will be those granted "to discover who receives the most effective instruction and those to evaluate the clash between excellence and equity." He advised everyone interested in funds to subscribe to the *Commerce Business Daily*, published by the United States Office of Education.

Dr. Gordon identified two strong trends toward educational change: (1) increased pressure across institutional lines and across departmental lines, and (2) increased efforts to streamline agencies and districts. "Everybody wants to do his own thing . . . different people are doing the same thing . . . laws require schools to do everything." All of which will result in more evaluation to discern what shall be retained during the coming period of financial restriction.

Gordon also predicted more centralization as a result of the Jarvis amendment. Government in Sacramento is tired of competition among agencies — secondary schools, two-year schools, and universities. If they cannot work together, he continued, the State will move in with its authority. "Competition must be stopped. Government will be watching the decisions of local districts. If colleges forego peripheral programs in favor of needed programs (such as those that teach people to write), the State will leave authority where it is. Otherwise it will not. What will the trade-offs be?" Local districts must decide.



Genevieve Meyer, Los Angeles Trade-Tech College.

James Cagnacci, Vice-President of ECCTYC, also saw a move toward State support as a result of Jarvis. He reported that legislators will attempt to set standards for community college curricula and to appropriate funds for evaluating the programs. Pre-collegiate courses are expected to disappear in the future, leaving only courses on grade thirteen level and above.

Bill Haldeman, Assistant Director for Planning and Research, California Postsecondary Education Commission (CPEC), agreed that Jarvis-Gann may well influence legislative change for community colleges. Discussing curriculum changes that austerity might demand, he pointed to some educational activities, like driver training and athletics, that have social goals difficult to abandon.

Whatever the case, dealing with educational problems at the State level is very costly, and he emphasized the fact that legislation must treat all schools alike — they all get equal money. In addition, said Dr. Haldeman, schools are held accountable upon receiving money. "Public funds are used as a carrot to see that programs get done."

"There are specific categorical funds for writing," he continued, referring to the current newsletter POST SCRIPTS. Published bi-monthly by the CPEC Intersegmental Committee on Writing Skills, it is a source of information on problems, programs, and possible solutions to the decline in writing skills in California.

Haldeman also cited SB1112 and AB3408, the two bills on high school proficiency standards, as examples of recent legislation affirming writing as an important skill, emphasizing the fact that "It is very important to people on welfare."

Ted Hornback, Chair of the Department of English, CSU Sacramento, expressed great fear for literacy. Comparing the present concern over declining writing skills with the past flurry of activity over wanton ecological destruction, he said, "Crises have an effective life of about two years. Remember *ecology?*" According to this view, little serious action on the academic writing dilemma will occur before panic subsides, resignation sets in, and the writing art begins developing into an occupation practiced ultimately by only a few professional scribes within an elitist group.

Dr. Hornback implied that serious action is lacking when a school does not define and ensure the accomplishments universally expected of one who is awarded the baccalaureate degree. "Two campuses of the CSUC system do not require freshman English," he said; moreover, "passing a writing proficiency test for third year upper-division students is being required for graduation in only one CSUC school."

Moderators for the day's discussion were Dr. Jack Gill, Professor of English, College of San Mateo; and Professor Nayan McNeill, Chair of the Language Arts Division, Foothill College. *(Continued on Page 8)*

STATE PROJECT

An Update on Basic Skills Committee

Responding to the genuine concern about the lack of basic writing skills in community college students, the state chancellor's office appointed in late 1976 a committee consisting of administrators, elected officials, and faculty to study the problem and develop suggestions for possible implementation. For the last year, this committee representing the four areas of greatest concern — reading, writing, mathematics, and speech/listening — has been working on a survey of the 106 public community colleges in California.

From a return of 90 percent of the questionnaires, the committee is now ready to develop some conclusions and suggestions which will be presented to Chancellor William Craig and the Board of Governors of the California Community Colleges.

The Subcommittee on writing, chaired by Gertrude Fujii, president of the English Council of California Two-Year Colleges, wrestled with the question of what specific basic skills should be mastered before an Associate of Arts degree is granted. They finally agreed that the student should demonstrate "the ability to write an expository paragraph of at least 150 words . . . mastery of standard, basic mechanics . . . and knowledge of appropriate levels of usage and diction."

With this definition established, the survey asked the colleges to list those courses which taught these specific basic skills. It was interesting to note that 72.9 percent of the colleges polled taught all these skills, while 27.9 taught fewer than all the skills listed.

Another area of interest was the testing question. Less than half of the colleges required any placement testing, and of those giving tests, 61.5 percent used standard commercial tests which do not include samples of student writing. Of the 96 colleges returning the questionnaire, 41 required proof of proficiency in writing before granting the A.A., while 47 did not.

These and other findings from the survey will be the basis of recommendations to the state. More information on these recommendations and their possible implementation will appear in later issues of *i.e.*

Members who comprise the Subcommittee on Writing of the Chancellor's Advisory Committee on Basic Skills include Ann Clutinger, English Department Chair at San Diego Mesa College who is also a member of the Board of Directors of ECCTYC; Dr. Leadie M. Clark, Chancellor, North Orange County Community College District; Joan Clinton, English Department Chair, Compton College; Judy Edgar, Trustee, Marin Community College District; Dr. Hal Seger, Dean of Instruction, Foothill College (often represented by Stan Rosenberry); Dr. Clarence Mangham, Assistant Chancellor, California Community Colleges, ex officio; and Gertrude Fujii, Los Angeles Valley College.

Segments Unite!

Under the direction of Janis Cox Coffey, Research Associate of the California Postsecondary Education Commission, a committee was established in the fall of 1977 to develop a coordinated state-wide approach to the problem of the decline in writing skills of the California college student.

Called the Intersegmental Committee on Writing, the group includes state system administrators, representing each segment of education, as well as practitioners/experts in the field of writing.

The purpose of the committee is to share information through the newsletter *Post Scripts* and to try to develop cooperative solutions to the problems leading to declining writing skills. From time to time, the group will present position papers on specific problems. For example, in the July meeting three questions engendered some brisk and sometimes abrasive discussion: 1) Can (or should) a statewide minimum standard for college-level writing be established? 2) Should credit be given for remedial writing classes? 3) Should one segment have the primary responsibility for remedial instruction in writing?

These and other questions will be considered and positions established as the committee continues to meet during the academic year.

Members of the committee include Dr. Alan P. Herschfield, Assistant Vice President, Policy Development and Miles Myers, Associate Director of the Bay Writing Project, representing the University of California; Dr. Anthony Moye, State University Dean of Educational Programs and Resources, and Dr. David Rankin, professor of English, Dominguez Hills, from the California State University and Colleges; Dr. Clarence Mangham, Assistant Chancellor, California Community Colleges, and Dr. Gertrude S. Fujii, President of the English Council of California Two-Year Colleges and professor of English, Los Angeles Valley College, from the community colleges; Dr. William Webster, Office of Staff Development, Department of Education; Dr. John Gyves, Assistant Superintendent, Huntington Beach School District; and Sondra Davis, Adult Education, from the Department of Education; Dr. Ross Winterowd, professor of English, University of Southern California, from the independent colleges; and Janis Cox Coffey and Jeanine Stevens-Kinghorn, from the commission staff.

Gertrude Fujii would appreciate any comments, suggestions or reactions to these and other questions as they relate to the role of the community college in facing these problems. Letters may be addressed to Dr. Fujii at Los Angeles Valley College, 5800 Fulton Avenue, Van Nuys, CA 91401.

Gift From An Older Student

He gives me his poem
While I read
he doesn't breathe
I know
these words have been bled out
like sap from an old tree
one word at a time
I look up
His eyes ask me
if it's too late
I don't speak
but I touch his hand
Before he goes
he looks at me
nods twice
forgives me

CARYL PORTER
Citrus Community College

Correcting Themes

I match stray verbs like socks,
look under beds and chairs to gather
scattered modifiers
and place them right
in the chest.
I smooth the wrinkled phrases
with my hand.
They lie neat as blankets
between the straightened clauses
clean as new-washed sheets.
Honed sharper now,
the sentences hold blade-to-blade
across the kitchen magnet.

Today was a good day:
I swept the corners clean;
in the dust-pan
among the lint and biscuit crumbs,
the broom struck a round thought,
brushed a gray feeling.
One wipe with the dishrag,
two with the towel,
and the thought shone.
I bathed the feeling
in my cupped hands,
and it took
breath.

HANNAH ACKERMAN
East Los Angeles College

Warped Pencil

In Memory of Henry David Thoreau,
Who Made Good Pencils

This twisted stick sits strangely in
The hand. Inspector 25
Was dozing, to let this one get by.
The hand and eye are startled both,
To feel the customary motions
Make unexpected arcs and swirls.
A workman needs to use good tools;
This twisted stick will not write true
Enough to follow this man's warp.

MORT TENENBAUM
West Los Angeles College

POETRY AND POLITICS

Pacific Coast Regional Conference

Barbara Agonia, PCRC Chair

Jean Pumphrey, San Mateo College

Josephine Miles, UC Berkeley

The Pacific Coast Regional Conference for Teachers of English in Two-Year Colleges held its annual meeting at the San Francisco Airport Hilton, October 27-28, 1978. PCRC Chair, Barbara Agonia of Clark County Community College, Nevada, conducted the various sessions for this multi-state gathering of instructors from Arizona, California, Hawaii, Nevada, and Utah.

Friday's activities featured two keynote speakers: Robert F. Hogan, NCTE Director, whose talk "On Hunting Mushrooms in the Slough of Despond" was well received; and Professor Ed White, Cal State, San Bernardino, who gave a most informative discussion in his "Politics in the Educational Scene." Conference participants were also given the opportunity to exchange teaching strategies in various "Peer Sharing Sessions," presented by a variety of instructors. Sessions were repeated in the afternoon to enable each person to attend at least two sessions of interest. The day's events were delightfully concluded with a wine tasting party and shared poetry of Mary Frances Claggett, Stephen Liu, Rosalie Moore, and John Savant.

Various items of business were resolved during the Saturday session in addition to a three-part discussion by Josephine Miles, UC Berkeley, Rosalie Moore, College of Marin, and Jean Pumphrey, College of San Mateo, on the subject of "Poetry for All Seasons, All Reasons." After a luncheon recess, Dan Fader of the University of Michigan addressed the group on the consideration of "Ego and Imagination in the Teaching of Composition."

The PCRC provides a unique opportunity for English teachers in the community colleges of the West to meet one another, exchange ideas, and renew involvement in common goals. The next PCRC gathering will be in October, 1979. The exact site and dates, however, have not been selected.

Authentic Voices

In the Spring 1978 semester the students in four sections of English 301, the basic writing class, at Modesto Junior College, gathered together some of their writing and created a booklet titled *Stories from the Past*. The following is one of those stories.

PEGGY PRYZANT
Modesto Junior College

★ ★ ★

My mother enjoys telling the story of how I pretended to be a teacher when I was young. She remembers how enthusiastic I was about being a teacher.

She says that every day after I got home from school, I would take my dolls, my books, and two blankets out into the orchard in our backyard. I would lay the blankets under one of the trees and sit all five of my dolls and a teddy bear on it. Then I would put a paper and a pencil in front of them and start telling them what to do. Since they couldn't write, I had to do all of their writing. The same thing if I asked them to read; I had to do the reading. So I was the one doing the questioning plus the answering.

After a while of working with my students, I would give them a break. I pretended the branches of the trees were monkey bars. I would hang the dolls on the trees pretending they were playing on the bars, one at a time. I even made some swings for them; and I would tie them on the swings so I wouldn't have to hold them.

She remembers I used to tell them, "Okay, kids, that's enough playing. Now let's get back to work." She says I used to give them a lot of work, which I ended up doing myself. She says I really acted like I was a real teacher, and I enjoyed every minute of it.

Sometimes when she tells me about how I used to do all the talking, I get kind of embarrassed. But I really enjoyed listening to it because it has always made us laugh.

RUTH TOVAR

★ ★ ★

The student who wrote the following essay for English I during the Spring semester of 1978 requested that her name not be used. She intended to write about her experience in a way that could perhaps help anyone else suffering the loss of a spouse.

JOYCE B. JAFFE
West Los Angeles College

Elise — A Special Love

There we were, the three of us, Marc, Elise and myself, having breakfast watching the miserable rain, confined in the house for another Sunday. As I mulled over the apartment rental section of *The Times*, our conversation turned once again to the possibility of living the apartment life — detached from the work and responsibility of a house. My six-year-old daughter Elise, calmly raising her eyebrows over her wide-set steel-grey blue eyes, responded in a ho-hum manner: "Oh, Mommy, not that apartment phase again," and then with the same nonchalance returned to her French toast. Another Mother might have reacted offensively or perhaps even defensively but not I. Yes, I thought to myself, Elise and I had come a long way together and she understood me completely.

As I continued to watch her eat breakfast, I reflected upon the past three years of painful adjustment and how we had managed to weather the terrible storm in our lives together. It was strange, but looking at her across the table I was amazed at how even her physical appearance had matured: her shoulder length blond-streaked hair framed her fair complexion and outlined her high cheekbones. The only child-like quality in her appearance was the spray of freckles covering her small nose.

We had come through the tragedy of losing a man we both loved; and, if there is such a thing as finding a miracle or blessing in tragedy, Elise and I had found it in our very special, our very own relationship.

The traditional role of motherhood, with its aspects of domination, control and authority, that I had experienced as a child has long passed in my relationship with Elise. In its place are very intense feelings of love and mutual understanding that I find difficult to express — feelings that grew out of the alienation and insensitivities of outsiders with no insight into the personalities of two who had been struck by the most catastrophic of all tragedies.

At times I found myself clinging to Elise as if my very own existence depended upon her being there at that precise moment — when holding her was the only purpose in going on to the next battle of the next day — because that was what life had become for me. Each new day presented one more battle.

One such incident in particular stands out in my mind. Depositing a tax refund check into a savings account — a simple detail that should have taken a matter of minutes — became a horrible experience that is difficult to bring to focus three-and-a-half years later.

Upon my arrival at a bank with necessary legal documents from the attorney-in-charge, the banking official felt it necessary to request a copy of the death certificate and then obligingly proceeded to read each line aloud as he scrutinized the prepared records in detail. The ordeal lasted one-and-a-half hours and returned me emotionally to the day of my husband's funeral. The only source of strength at that moment was the presence of Elise — having her there was enough to keep me standing firm and stoically composed. I can recall feeling overwhelmed by wanting to run out and away, anywhere and not stop; and, then her small hand slipped into mine and made me stand firm to weather out the trauma of that day's experience.

For Elise, the same feelings of being out-of-touch and different also appeared. Somehow at school after the first week of losing her Father there were no obvious differences that one might expect to see in a child. In looking back, I suppose the professional staff at this highly-regarded private school felt they had competently succeeded in doing the job of aiding Elise in her new adjustment. She was given the choice of participating in group activities or sitting quietly and sheltered from questions by children — children who had no way of knowing or understanding her suffering. Then a gradual return to normalcy. For Elise nothing was normal or easy any longer. Her anger at the loss of her Father was displayed in a physical rather than intellectual manner. Not that she hit others, there was just so much energy and tension in her small body that had to be released — just like me wanting to run and not stop. And so it happened: in the middle of a day I was called by the school. Elise was creating a problem in class; she had become a disruptive uncontrollable human-helicopter. Her arms extended outward, face lifted upward to the sky, spinning around and around until she was too dizzy to stand allowed the release of pent-up tension and her escape from the reality that she found difficult to face. As I stood watching, how I envied Elise. I wanted to spin with her — to forget just for the moment the agony of our lives at this moment in time. I was amazed by the attitude of the teachers and how they could imagine that a four-year-old child would dismiss the loss of her Father and return after only a few short months to the little girl she had once been.

Together Elise and I solved her problem. Drawing became the solution for Elise, and discussion in the evenings between Mother and Daughter of what each color and figure represented once again convinced us both that we had each other and together we could and would survive our crisis. And, when Elise felt that she wanted to spin she had a partner, the privacy of a yard and someone who cared and understood.

It is amazing to me how children are so often slighted in similar circumstances. How important they are to our success! Elise for me has made surviving worthwhile — her resilient and independent nature that seemed to appear almost overnight has inspired me to attempt and achieve goals I thought impossible. To my daughter Elise I say "Thank you for being who you are and for showing your Mother the way back."

Reminder:

When you submit student writing, please include a brief paragraph describing the type of assignment and the class for which the essay (or poem) was written.

MEMBER TO MEMBER

We announce the arrival of a new *i.e.* column: Member to Member. Consider the following sample entries as suggestions for ways to exchange academic or professional information with your colleagues. (We've been funny; you be serious.)

☆ ☆ ☆

I am doing a biography of Hartley Coleridge. Anyone with anecdotes, letters, or other information please contact Xenia Xanadu, Pleasure Dome Community College, San Simeon, CA.

☆ ☆ ☆

How'd you like to live in Santa Monica? I'd love to spend a teaching year in the San Francisco Area. If you're interested, please contact Samuel Surfer, Beach College, Santa Monica, CA.

☆ ☆ ☆

Do you have the secret to successfully teaching the term paper? If so, would you share? Ernest Instructor, Academia College, Grove, CA.

☆ ☆ ☆

Get the idea??? BB/FK

After considering many excellent designs submitted by the ten regions of the State, the ECCTYC Board of Directors on April 13, unanimously adopted a seal designed by James E. Carr, technical illustrator at Los Angeles Trade-Technical College.

The circular insigne represents the English Council as an organization serving education throughout the State of California. In the upper portion of the banded circle appear symbols of the State Flag: the California grizzly bear beneath a lone red star. The lower portion of the circle displays a field of brilliant red, recalling the wide red band across the lower edge of the the flag.

Mr. Carr is himself a product of a California two-year school, Monterey Peninsula College; and he holds a degree in commercial art from CSULA. Versatility is a special attainment of Mr. Carr, his design work covering television commercials, magazine and newspaper illustrations, cartoons, posters, television slides and story boards, logotypes, and technical reports.

Stanford Conference (Cont. from Pg. 6)

The session inspired several limericks that were shared at the close:

REFLECTIONS ON RESEARCH ADMINISTRATION

There was a young lady from Kent
Who said that she knew what it meant
When men took her to dine
Gave her cocktails and wine,
She knew what it meant — but she went.

USE OF PUBLIC FUNDS FOR LEVERAGE
(Pre-Jarvis Philosophy)

It's wise to use the Public Purse
To Wheedle rather than Coerce,
And so the self-restraint exhibit
To Regulate and not Prohibit,
Because when things are going slick,
The Carrot can supplant the Stick,
'Till, in the glare of Fortune's Frown,
The Stick comes up, the Carrot down.

RESPONSE BY NAYAN McNEILL

Now that they've removed the Carrot,
I guess we're s'posed to grin and bear it.
Whatever programs 13 kills,
We'll all take arms for Basic Skills.
And since we all must pay the rent,
We may end up like the Lady from Kent.
And though her escorts all were pigs,
At least she was thought safe by Briggs.

GENEVIEVE S. MEYER
Los Angeles Trade-Technical College

ENGLISH COUNCIL OF CALIFORNIA ECCTYC TWO-YEAR COLLEGES

inside english

Journal of the English Council of California Two-Year Colleges

Winter 1979
Vol. V, No. 2

INSIDE *inside english*

ECCTYC Looks at writing

Three principles form the basis of an effective expository writing approach. page 3

The difficulties of writing and implementing a placement examination are explored. page 4

"Sentences. Grammar. No longer practical. Old habits. Abolish them." Two professors advocate the abolition of grammar. page 7

The ECCTYC Directory is presented for your information and organization. page 8

★

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Stage Write

Confessions of a Born Again Writing Teacher

By RICHARD H. DODGE
Santa Monica College

ENGLISH teachers are education's battered children. Image shattered and spirit broken, we are abused by every segment of an angry society. For the writing crisis *we* are blamed. The reading plight is *our* shame. Even the benign Walter Cronkite spends three hours of prime time celebrating our failure. Our morale is so low that we begin to fight with one another. But now it is time to fight back. Together we must chant, "We're mad as hell and aren't going to take it any more."

Consider the following slightly exaggerated vignettes. You are at a dinner party and cocktails and canapes are going around. You are approached by an earnest young real estate salesman wearing a polyester leisure suit and a button-down mind. He asks what line of work you're in and you reply, "I'm a teacher. I teach English."

"Oh, no," he shudders. I always hated English. It was my worst subject. Writing always made me prostate with fear."

You then sit down to dinner; soup is served. The woman on your left, a systems analyst, asks what you do. "I'm an English teacher," you respond.

"Oh, I had better watch the way I talk. I know how critical you people are," she says and plunges back into her lobster bisque.

During the entree the man on your right, a mild mannered munitions manufacturer, drops the overwhelming question on your plate and you reply, hesitantly, "I . . . I teach English."

His reaction is immediate: "I had an English teacher once. He really turned me off to writing. He hated us. We loathed him. Collectively we despised English. So you're an English teacher, huh?" Then, shaking his head slowly, he mumbles half of the old bromide, "Those who can, do . . . ." and returns to his rex sole.

You would like to respond with half of the peace sign but remain composed. And so it goes. Even on the way home trouble persists. Your car breaks down, and an Auto Club driver rescues you. He turns out to be an old student (you remember him for once describing his beloved Sally as being the acne of perfection). In the cab of his noisy tow truck, the conversation is terse.

"Are you *still* teaching a freshman comp?"

"Yes, I am." And so we drive through the darkness in silence.

UCLA WRITING PROJECT . . . Fellows of the Summer Institute share their work during writing-reading session. This is one of three such groups.

All together now: We're mad as hell and aren't going to take it any more.

NOW TO THE business at hand. A publication such as *inside english* has the responsibility of making professionals aware of groups and organizations designed to combat the stigma I have just described. And, of course, it is not the refashioning of our self-image that is of paramount concern; rather, it is the training of literate students. One program that has been a genuine service to the beleaguered composition teacher is the California Writing Project. Founded by James Gray of UC Berkeley in 1974, the CWP has now spread to a dozen campuses throughout the state. And the success of the project has been felt across the country. There are presently 41 sites in 24 states and these comprise the National Writing Project.

The CWP has no rigid philosophical dogma. It is based, rather, on the following principles: 1) Teachers of writing must, themselves, be active writers. Fellows at Summer Institutes write and share five pieces of original prose during their five week attendance. 2) The best teachers of composition are other teachers of composition. The twenty-five Fellows share writing techniques or strategies that have proved effective in the classroom. Thus, Fellows leave the summer program with at least twenty-four new, workable ways to enhance their teaching of writing. 3) Teachers on all levels of education are composition teachers; therefore, Fellows come from elementary, junior high, and high school, as well as from community college, and university. 4) Finally, Fellows must be willing to do inservice work. Once the program is over they will spread the word to teachers in their own and in other districts.

The evaluations of the program have been heartening. We have learned that Fellows feel good about themselves, that their own writing has been strengthened, that they ask their students to write more, and that they are eager to participate in staff development workshops on the composing process.

THE UCLA Writing Project in cooperation with Santa Monica College is unique in the state and nation for it is the only site that is jointly sponsored by a campus of the UC system and a community college. In the two years that the project has been in operation, it has produced fifty Fellows including many of the most respected English teachers in Southern California. Through staff development offerings, these teacher consultants have reached over 250 elementary, 450 junior and senior high school, and 70 college and university teachers. Also, the UCLA/SMC Writing Project has had a marked impact on their respective institutions in the area of composition and assessment programs, English department teacher preparation courses, remedial writing courses, and the testing and

(Continued on Page 6)

inside english
The Journal of the
English Council of
California Two-Year Colleges

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Editors' Viewpoint

With deadlines ever so hectic,
Two women who edit for ECCTYC,
Respond with chagrin
When no copy comes in;
Cause enough, comrades dear, to turn skeptic!

We felt that our little limerick would be a good way both of calling attention to a particular problem and of letting off some editorial steam!

As we are all aware, the success of *i.e.* depends primarily upon the support of its readers. But "support" — when used in this context — refers specifically to copy, which turned out to be a scarce commodity as we approached, reached, and passed deadline time. All of you have developed or worked in programs and with a variety of materials and techniques, many of which are at the heart of our professional concerns. With some expending of your time and effort, — time and effort, we know, is at a premium — these experiences and ideas can be transformed into feature articles, reviews, or various other valuable contributions. In this way you share your expertise and your concerns with your colleagues.

Only with this kind of effort and dedication on your part can we compile a journal that truly serves the needs and addresses the interests of English teachers in the community colleges across our state. While we enjoy receiving poetry or student generated writing, we wish to stress the importance to *i.e.* of solid, expository material that relates to the demands, problems, and joys of our profession. More then ever, perhaps, we must exert ourselves on behalf of communication at all levels within our educational community, lest frustration beget apathy, and apathy, stagnation.

Response to the journal's new look generally has been favorable. We certainly enjoyed hearing both the praise and the suggestions, and several of the latter have been incorporated into this issue. To all of you who took the time to write to or speak with us concerning our first production, we extend our thanks.

We already have begun planning our Spring issue. Please note that on page 7 we have reprinted part of an article titled "Grammar Just Ain't Vital, Pair Argue," which advocates the abolition of grammar in the teaching of English (and, we suppose, in any form of communication in the English language). We hope that you will react to this article and, thereby, provide some lively exchange of ideas within our pages. You might examine your own course content and philosophy with respect to the function and importance of grammar. As you formulate your replies, consider sharing your suggestions on how grammar best fits into course curricula. Remember, the deadline for submissions to *i.e.* is April 17, but the earlier we receive the material, the better.

At the time of this writing, the fall semester has ended, and that unique twilight zone called mid-semester break has been well penetrated with meetings and trips to the printer. Fully aware of the load all of us already bear as official purveyors (and defenders?) of our language in particular and of literacy in general, we nonetheless urge you to practice what is preached, *i.e.* WRITE!

BARBARA BILSON
FRANCES KURILICH

Oops! Sorry

"In a milieu which relies so heavily upon symbols, the person with writing skills is at a disadvantage, for writing is nothing more than symbolic representation of organized thinking."

Gertrude Fujii, "President's Message," *i.e.*, fall 1978, p. 3.

Editors should never be sloppy
When proofing contributors' copy;
Mistaking "with' for "without,"
We turned meaning about —
Sorry, Gertrude.

From B. B. and F.K. at *i.e.*

Letters

A pat on the back is worth two on the . . .

Dear Editors:

Just a note to congratulate you on . . . *inside english*. It is a very attractive publication and the graphic layout is most appealing . . . . We are looking forward to receiving future issues . . . .

BEVERLY M. POWELL
Assistant Director, Communications California Community and Junior College Association

Dear Editors:

Received copies of *inside english* . . . . I think the new format is great. Congratulations! So far, all the responses I've heard from department members have been positive . . . .

PAT BARNEY
Citrus College

Dear Editors:

I congratulate both of you for your sense of responsibility to us, your colleagues in the field. And, from this first sample, it seems to me that we will all be enriched by your efforts — instructors and maybe even our students.

JOYCE LIPKIS
Santa Monica College

Dear Editors:

A few days ago I received my copy of *i.e.*, the first edition you prepared. What a beautiful job you have done! My congratulations to both of you. I am convinced that there is not a single professional organization whose journal can even compete with the new i.e . . . . You have really set a high standard for future publications . . .

JIM CAGNACCI
City College of San Francisco

A SCIENTIST COMMENTS ON WRITING

To the Editors:

My college roommate and I had not seen each other in over five years. This year, though, we finally enjoyed a long awaited reunion. As an instructor at the University of Nevada at Reno, he asked me if I enjoyed the academic environment at the community college where I teach, or whether I found it to be "a high school with ash trays." While he only intended his comment to be humorous, it prompted me to reflect on our academic standards at the community college level. Do the students graduating and transferring from our college reflect an academic quality by which we as faculty members wish to be judged?

Even though I teach in the physical sciences, I believe professional and academic institutions judge our students more by their ability to write than by their ability to recall scientific facts on objective tests. Many individuals can acquire vast amounts of technical information. However, that information is of very limited use unless it can be communicated effectively. To productively serve in our world, our students must be able to skillfully write and speak.

All faculty members of community colleges should insist that we graduate effective writers. In fact, we may best secure this goal by requiring students to pass a comprehensive English exam in order to earn the Associate of Arts degree.

RONALD L. SMITH
Astronomy Instructor
Santa Monica College

POETRY IN THE CLASSROOM

(The following letter is a response to an inquiry from *i.e.* asking the writer, "Do you teach poetry? . . . Do you teach it as an adjunct to or an integral part of a composition course? If so, perhaps you could write an article discussing why you consider poetry writing (and/or discussion) important in a composition class.")

To the Editors:

. . . I almost never have an opportunity to teach poetry (appreciation) and even less do I teach poetry writing. Like most of us nowadays, I would guess, I teach the conventional nuts-and-bolts courses.

I write poetry out of my own need, so it doesn't particularly occur to me to teach it. Also, while learning may be essential to a scholarly life, I find that spontaneity, gut, balls make better poems. I am worried that my work may suffer from complete sentences; I need to free myself from the influence of schools, but frankly I want something different for my students. They have not yet had schooling enough.

Our English Dept. feels that there is plenty to teach in a composition course without bringing in poetry. Without too much disagreement, our course outline for English 1 has stood for some years: occasional pieces of creative writing may be referred to, but the course is not to be built on them. Occasionally I'll show composition students, for example, the effects Keats got from repeated revisions of "The Eve of St. Agnes," the point being primarily to encourage revision, secondly to encourage sensory perception.

MORT TENENBAUM
West Los Angeles College

Three Elements in the Teaching of Composition

By RAE JEANE POPHAM
Santa Monica College

Although there are many methods of teaching expository writing, I believe three principles are common to the successful development of students' writing skills. These three principles are based on the assumption that writing is a learned skill, not an innate ability that somehow bubbles forth around the time a student learns to read. This assumption, necessary if one is to teach writing without hypocrisy, leads to the conviction that anyone, given average intelligence, can learn to write clear expository prose. This is not to say that we can turn students into fledgling Hemingways and Faulkners. Our goal is to get students to express their ideas in writing, clearly and coherently.

The three principles forming the basis of an effective expository writing approach are: (1) breaking the writing process down into its constituent parts, (2) giving sufficient appropriate practice to each of those parts, and (3) providing continual evaluation during the writing process.

Constituent Parts

Although various instructors may divide the writing process differently, I have isolated eight steps that will take students from ideas to finished essays. They are:

1. gathering data
2. listing details
3. formulating a thesis statement
4. selecting the details that directly support the thesis
5. ordering the details in a coherent manner
6. writing at least one rough draft
7. writing a final draft
8. revising the final draft

It is the division of the process into distinctive parts that is important, not the number of steps.

By identifying the various stages in the writing process, instructors can actually TEACH writing, not just assign it. They can give the students practice where and when students need it, rather than merely criticize the students' efforts after the finished product has been botched. Writing difficulties can be identified early in the process, thus saving both instructors and students time and effort.

An additional advantage in dividing the writing process into discrete steps is that instructors will be able to establish teaching priorities. Attempting to teach too much often results in teaching nothing. There is no point in worrying students with subject-verb agreement or sentence structure when the students have no thesis statement or no supporting details. Mechanics come later in the writing process, after the students know what they are going to write about and how they are going to organize it.

The first step is gathering data, material about which to write. Form can only grow from content. Such data can come from a variety of sources — personal experiences, group discussions, or reading material. This data becomes tangible by students listing the details about the experience from which the essay will grow. Only when students see the material they have will they be able to decide the purpose of their essay by formulating a thesis statement. Now they are ready to begin organizing their essay by selecting the details that directly support the thesis and by ordering those details in a coherent manner.

Only when they have writing material with some vestige of organization are they ready to begin writing the rough draft. Students should be encouraged to write the rough draft rapidly, without worrying about word choice, punctuation, spelling, and grammar. This will free them from the terrors of the blank page. Once they have a semblance of an essay, they can work on refining it — choosing more precise diction, combining sentences, and looking up words in the dictionary. Indeed, this stage of writing becomes as much of a challenge as a jigsaw puzzle. The students have a rough idea of what they want their essay to be; the trick is to fit all the pieces together to form a unified whole.

Now the students are ready to begin writing the final draft. This is the stage where they should produce a neat, clean copy. After these final drafts are read by the instructor, the students last task is revising the final draft, turning it into a product that is indeed finished and, hopefully, a source of pride.

Appropriate Practice

The second important principle in the writing process is providing students with appropriate practice at the various stages. The proficiency level of the students should determine where this practice needs to be focused. Advanced students may need little help with the beginning stages of generating ideas and supporting details. They might benefit most from practice in sentence combining or word choice.

However, weak students often have difficulty because they do not know how to formulate a generalization with specific, concrete details.

Mina Shaugnessy says that the problem in most student papers "lies in the absence of movement between abstract and concrete statements. Papers tend to contain *either* cases or generalization but not both. If anything, students seem to have more difficulty moving from abstract statement *down* to more concrete levels than they do moving up the ladder of abstraction."[1]

Class exercises dealing with the paragraph are excellent devices for teaching students how to generalize and to support their generalizations. The instructor can list details on the chalkboard and ask the class to draw a generalization from them. Conversely, the instructor can write a generalization on the board for which the students must list some details to support it. It is important for instructors to recognize that drawing generalizations and supporting them are often skills that need to be taught and can be taught.

Continual Evaluation

The third essential principle in teaching composition is continual evaluation. By devising methods to evaluate students' work all through the process, instructors can save themselves and their students needless frustration and effort. Instead of getting an essay which lacks content and development, instructors will have caught this deficiency at the rough draft stage. This need not be time consuming, for at the early stages of an essay a quick reading will reveal lack of content or organization. These are all that instructors will be looking for at this early point in the instructional process; there is no need for laboriously squashing split infinitives or dangling modifiers. Having students evaluate each other's work according to specified criteria is one way of offering students continual help as well as reinforcing important writing principles.

Teaching expository writing is difficult and frustrating for reasons too numerous and complex for the scope of this article. But surely one of the most important reasons is the lack of opportunity for students to use the written language in our oral and visual world. The three procedures in this article give students ample opportunity to write at all stages of the composing process. However, a method of teaching is not being suggested. How instructors implement these principles will depend upon their individual teaching styles, the particular set of students with whom they work, and the context in which the instruction takes place.

Notes

[1]Mina P. Shaughnessy, *Errors and Expectations: A Guide for the Teacher of Basic Writing* (New York: Oxford University Press, 1977), p. 240.

[2]For an elaboration of possible teaching procedures to implement the three-principle strategy sketched here, see Popham, Rae Jeane and Janet Zarem, *Improving Basic Writing Skills*, Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024, 1978. [See "Help at Last" in *REviews*, Fall 1978.]

One Successful Approach

By MARY SPANGLER and RITA WERNER
Los Angeles Valley College

For the last three semesters, we have separately been using Helen Mills' *Commanding Paragraphs* in our remedial writing classes. This textbook combines two techniques which we have found successful: individualized, self-paced instruction and mastery learning. The course is divided into a series of small, carefully ordered units through which the student progresses in a specific sequence, mastering one before he/she proceeds to the next. The book contains two sections: (1) a grammar section which emphasizes the student's ability to generate sentences rather than underline correct answers and (2) a composition section which takes the student from the topic sentence to the outline, the paragraph, and finally the essay in a sequence of steps. An important feature of the course is student tutors in the classroom. Rather than its being a lecture course, the student works in a laboratory situation with immediate response and support from us, the tutors, and even one another. Perhaps the most revolutionary aspect, though, is that the student cannot fail the course, since he only proceeds by passing the preceding unit. Those students who cannot complete the work in 18 weeks register for the class again but continue where they left off rather than begin anew.

We have found that the absence of the threat of failure is a new experience for many students who then respond positively. Many experience success in English for the first time and persist, though at a slower pace. Certainly, few students actually give up without a good reason. In addition to retaining students, we know that they learn and understand, often for the first time, how to structure a paragraph and then an essay. They develop confidence in their ability to write.

While we have developed some new assignments and adopted some techniques, we definitely encourage teachers of remedial composition to examine this viable alternative to the traditional, often frustrating, methods of teaching writing. Our students learn to write and genuinely look forward to attending class and interacting with the instructor and the tutors.

FROM THE DRAWING BOARD

On Writing a Placement Examination

By ROBERT MOGNIS
Modesto Junior College

Early in 1978 the Placement Committee of the Literature and Language Arts Division at Modesto Junior College decided to write its own placement examination. No available commercial examination exactly met our needs (a three-track system and a four-level ESL program). The Committee is still working on the examination and will present it to the Division for discussion this spring. It may or may not be ratified, but a least we will have gained considerable information about preparing and validating a placement examination; we will have seen what pitfalls await such a committee; and we will have involved the Division in holistic essay scoring and in seeing what a computer can do.

We had divisional support for some sort of change from our previous system which placed students according to lists submitted by area high schools. A major problem with this system was that students who graduated from high school before 1972 or who were from another area had to be placed in another manner. Under this system some students were never placed and found their way into classes, often at a level inappropriate for their skills. Another problem was the seeming erosion of the boundary between English 101 and other classes.

An examination seemed necessary. But was it to be a commercial one or one that we would write? Was it to be an essay examination, an objective examination, or a combination? The Division favored a combination because, even though it had heard from speakers and had read that objective examinations were valid measures of writing ability, it still strongly believed that a placement examination without a writing sample would be unreasonable. After the Committee was formed in the spring of 1978, one of its first conclusions was that commercial tests (which generally emphasize "pick the bad example" or grammatical terms) would not accomplish the Division's purpose.

The rest of the Committee's work led us from pitfall to success to error to revision to more revision and finally to the testing of the examination on a sample group of students. Our process in detail — the problems and their solutions — is outlined below:

1. **The Division's charge to the Committee:** We were to create a two-part examination that included a twenty-five minute objective test (in which students would choose the *good* examples) and a forty minute essay examination.

2. **Writing the questions:** We wrote questions designed to test spelling, reading comprehension, punctuation and mechanics, word usage, and sentence construction. The Committee eliminated bad or repetitious questions and organized a test of ninety-seven questions, which took fifty minutes.

3. **Testing the examination:** We tested the examination — both parts — with 185 students in English 101 [freshman composition], English 309 [Subject A], English 301 [basic English], Agriculture 315 [basic orientation course], and the nursing program.

4. **Analyzing the sample:** Ralph Moore, a Division member who also teaches computer science, devised a computer program that helped us to shorten the examination to the desired twenty-five minutes. His analysis showed us:

a. a breakdown by type of student;
b. averages, by groups and total;
c. the number of responses for each choice;
d. the number of students with correct answers;
e. an index of difficulty;
f. an index of discrimination (i.e., how well did the questions discriminate between the top 27 per cent of the students, determined by their total performance on the examination, and the bottom 27 per cent);
g. variance;
h. and the percentage of high, middle, and low students with correct answers.

5. **Revising the examination:** Using Ralph Moore's printout, we discarded items that were too easy or too difficult or that did not discriminate well between high and low scoring students, revised items with weak alternatives to the correct answers, and added items that were needed for a balanced examination. The current test includes forty-six items (ten punctuation and mechanics, ten spelling, ten word usage, nine reading comprehension, and seven sentence construction) and will take students approximately twenty-five minutes to complete.

6. **The reading comprehension section:** A reading instructor analyzed the readings and questions for validity.

7. **The essay examination:** The Committee naively wrote questions that asked students to write on the application of a proverb to their lives; there was a choice of eight topics. The sample group of 185 students wrote essays that proved to be almost worthless for our analysis. Examining the essays in a workshop on holistic essay reading, we discovered that both open-ended topics and a choice of topics did not lend themselves to holistic grading. Our table leaders tried to work through the papers to provide essays for a second training session, but couldn't, because of difficulty with criteria for reading and lack of agreement on scores. The committee is now working on a single topic question, perhaps in two parts that asks the student to "describe and evaluate" or to "compare and contrast."

8. **The next testing of the examination:** At the beginning of the spring semester (first week) we will give both parts of the examination to more than three hundred students in our three levels of composition. We will use the computer analysis again, and the Division will read the essays holistically. The Placement Committee will discuss the results, revise the examination if it is necessary, discuss the correlation between the essay and objective segments, try to come to a recommendation of cut-off scores, and present the examination to the Division for discussion and possible ratification.

9. **The future:** If we do succeed in preparing an examination that is agreeable to the Division, we will probably begin using it in the fall. The committee will recommend the use of the computer analysis and the formation of an on-going committee to examine results, to revise items, and to prepare alternate examinations.

With very little money and nine long months of work, we have managed to come very close to a finished examination. We may not have a perfect product, but we have avoided some pitfalls. Perhaps our experiences, as summarized here, can help other English departments with similar projects.

Helping Students

By THOMAS PETERSON
Cal State Los Angeles

Like so many other schools, California State University, Los Angeles, has been inundated in recent years by students with poor writing skills. According to figures supplied by the statewide English Placement Test (EPT), CSULA has the highest percentage of such students in the entire State University system, with 69 per cent of its incoming freshmen requiring remedial English.

In an attempt to upgrade writing skills, the English Department instituted a new lower division writing curriculum in the fall of 1977 to supplant English 150, the former required freshman English course.

The new curriculum includes three four-quarter-unit courses: Basic Writing I (English 110), Basic Writing II (English 120), and Freshman English (English 190). English 110 and 120 are remedial courses which are graded on a Credit/No Credit basis and for which a student receives credit toward graduation. English 190 fulfills the lower division general education writing requirement.

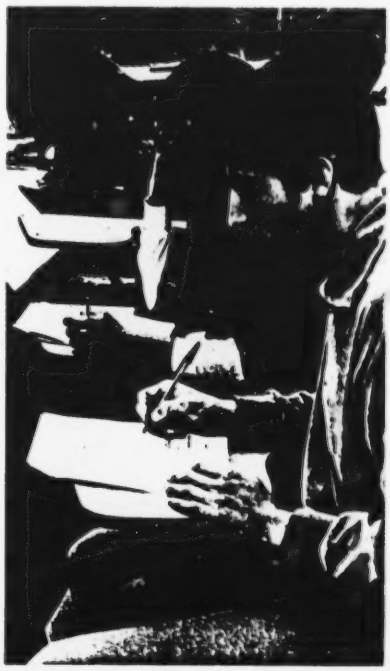
All incoming freshmen are required to take the EPT and are placed in one of the three courses according to their performance on this exam; transfer students who have not completed an equivalent to English 190 are placed by our own placement test. Any student who places below the cut-off score for entering English 190 is permitted to take the course until he has successfully completed English 110 and/or English 120, as the case may be.

Of the three courses, English 110, developed and coordinated by Dr. Saralyn Daly, is the most innovative. A central focus of English 110 is to help the nonnative speaker of English and those native speakers with nonstandard dialect interference; another central concern is to increase writing fluency. The course schedules each of its sections in once-a-week four-hour modules. Each module is in turn divided into smaller units. The four-hour time block allows students to capture in one session the entire writing process — from pre-writing to composing the first draft to revision and writing the final draft. Team teachers and tutors, functioning within the classroom, provide the student with assistance, encouragement, and feedback while he is actually writing. In addition, language labs and a computer program help students solve their syntactical, grammatical, rhetorical, and mechanical problems.

English 120 and English 190, coordinated by me, follow the format of the traditional composition class. English 120 has a common text for all sections and a common final that determines the entire course grade. Moreover, the final essay is graded by independent readers and NOT by the students' own instructors. (Students in English 110 also take a common essay final that is graded by independent readers.) English 190 sections, however, do not use a common text, but we have been experimenting with a common final based on a set of readings distributed and discussed during the quarter. Although English 120 and English 190 are organized along traditional lines, the students have tutoring support available through a center located in the library.

We at CSULA hope that the program that I have outlined above will offer the students the help they need to learn to write clear, correct, effective prose.

Thomas Peterson, Associate Professor of English, coordinates and teaches in the composition program at California State University, Los Angeles. He maintains close liaison with the community colleges, especially those in the North Los Angeles Region.



PRESIDENT'S MESSAGE

Links in the Chain of Being

One of the more popular rhetorical questions being asked of colleges in general and community colleges in particular concerns the mission of higher education. In the aftermath of Proposition 13, when funds and resources are suddenly subject to intense scrutiny, what, the colleges are being asked, is their reason for being.

Alexander Pope and the eighteenth century philosophers, in a less complex society, divided the universe neatly into a chain of being in which each part had a purpose, theoretically resulting in a smoothly functioning whole.

Although today's highly complicated existence can no longer be so neatly and comfortably catalogued, I do think that we all have distinctive functions of value to perform; and, while I would hesitate to place the community college among the nine hierarchical order of angels, I am convinced that this institution is unique and irreplaceable in the schemata of higher education. Because it is responsive to the community that supports it, the community college has been able to adjust to regional needs; because it is an ideal source of vocational training and professional upgrading, it has performed valuable service in that area; because it is the first and often the last hope for many who otherwise would not have access to higher education, it has proved to be the most democratic of institutions, providing solid education on a collegiate level, enabling some to "catch up" on training missed earlier, and providing at the same time lower division college work for transfers to four-year institutions. Thus, the community college is a three-purposed link in the educational chain of being: it provides special services to the community; it enlarges opportunities for learning and developing vocational and technical skills; and it serves the lower division of a baccalaureate program.

As one of the most vital of human activities, communication — both vocal and written — is the key to the development of an enlightened person as well as the common factor that holds together a society or a culture. Thus, facility in a common, standard language becomes an important part in the success of an individual as well as of a society. In this context, the teaching of English cannot be confined to just one level or to one objective, but must be made available to all.

It is important, then, that we be able to provide instruction at various levels so that all students, whatever their motives for coming to college, can benefit from improvement in their language skills. At the same time, we should encourage the use of and requirement for standard English, not only in English classes but also in other areas of college work. When a student leaves a community college with a degree, we should be reasonably assured that he has attained enough language skill to qualify him as a competent user of the language.

Where Does the English Discipline Fit?

Carrying our question of existence one step further, we may well ask, "Where does the English Council of California Two-Year Colleges fit in?"

One of the main functions of the Council is to encourage and develop local conferences within each of the ten regions of the state so that English instructors can meet each other and share problems and solutions as well as learn about different skills and techniques in teaching. Because of the local nature of these one-day or half-day conferences, conditions and needs peculiar to a region can be considered. Each region's two director-representatives have the responsibility for holding and developing these conferences so that the individual instructor will benefit without great expense in terms of time or travel. [See page 8 for a list of the two-year colleges.]

The twenty director-representatives in turn meet biannually, usually concurrently with like councils of the California State University and Colleges and the University of California, to consider matters of concern to the discipline on all levels. In addition, ECCTYC is represented in such state activities as the State Chancellor's Advisory Committee on Basic Skills and the California Postsecondary Education Commission's Intersegmental Committee on Writing, composed of representatives from the University of California, the Cal. State University and Colleges, the private colleges, the community colleges, and the State Department of Education. ECCTYC is unique among professional organizations in that it represents a discipline wholly within the two-year colleges, both public and private. But the real strength of the entire association lies in the interest and concern of the individual instructor, the most important link in the whole chain.

Thus, in answer to the queries of whether or not the community college has a mission, of what the disciplines are teaching, and of what ECCTYC is accomplishing, I think we can honestly reply that we are all trying to fulfill our responsibilities to the best of our abilities, each as a part of the whole, each a link in the educational chain of being. So that, while we cannot agree with Pope that the scheme of things is perfect and that "Whatever is, is right," we can assert with Ecclesiastes that "For everything there is a season, and a time for every matter under the sun."

GERTRUDE S. FUJII
Los Angeles Valley College

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Paying for Proposition 13

By JIM CAGNACCI
City College of San Francisco

What does the California Legislature plan to do to ameliorate the long-range effects of Proposition 13 in the 1979-80 academic year? Unfortunately, even the legislators are at odds on this issue. One group, thankfully a very small and relatively powerless one, would choose to provide no state aid, forcing community colleges to budget within drastically reduced local funding. The remaining legislators seem to be divided into two numerically and vocally equal groups: one favoring a one-year continuation of the "bail-out" program; the other demanding enactment of new legislation to provide a permanent system of financing community colleges in California.

Legislative aides and close observers of activities in Sacramento are betting that the supporters of the "bail-out" system will prevail. Too many weighty arguments are being martialed against any plan to effect a permanent change in community college financing at this time. Even the top echelons in the Department of Finance cannot decide to what extent Proposition 13 will finally affect state finances and the state surplus. Therefore, it seems reasonable to assume that the legislature will "buy time" through temporary subsidy.

What we really are faced with is a series of crises arising from the attempts of our college administrators to deal effectively with unprecedented conditions. Because the legislature will not act on these financial matters for several months, we can expect panic to reign at the local level. In many districts there will be austerity budget planning, March 15th letters, earmarking of programs for deletion, and other short-range "panic" solutions. As local austerity programs are formulated, they will reflect the degree of competence and wisdom present in proposals for cutting faculty, administrators, and services.

Even though all signs point to the fact that no legislation changing basic community college funding will pass before the Fall 1979 semester begins, this does not mean that legislators and committees are not working to answer the questions that such legislation will raise. The questions are indeed thorny ones. For example, will a change in the primary funding agent be interpreted as a change in employer? If so, will that strip employees of tenure? If the State does fund community colleges directly, how can a "no tuition" policy be continued when tuition is charged in all segments of higher education currently funded by the State? Must there be a leveling of instructors' salaries since the State could not be expected to deal with the diversity of salary schedules that presently exists? As local control disappears, what will fill the void: the State Chancellor's office? the State Board of Governors? CPEC? And what about collective bargaining; will it remain as it is, or will it come under AB1091?

Whatever occurs in the legislature will be influenced greatly by the actions of the Senate and Assembly Education Committees. In past years these committees were known entities, and the reactions of the members could be predicted fairly accurately. Remember, however, that the elections last November have forcibly and drastically changed the composition of these committees. The Senate Education Committee, always the more stable of the two, lost four members: Behr, Dunlap, Gregorio, and Stull. Four new members might well change the philosophy and the direction of the committee.

Proposition 13 created a myriad of problems. Unfortunately, none of them can easily be solved. Community colleges can expect to suffer from the effects of Proposition 13 for several years, not just for one or two. And during the crucial period ahead, the quality of local administrations is certain to be exposed and severely tested by the challenges confronting governance.

Summary of CC bills passed at end of last session and now in effect:

1. SB1804: repeals recent provision that employees who are members of the State Retirement System could work beyond age sixty-five.

2. SB2057: deletes lottery system for determining seniority of certificated employees whose hiring dates are the same; requires local Boards to justify in writing its determination of the order in which layoffs will occur within a group.

3. AB1256: authorizes a district to grant release time or leave of absence to a certificated employee who is currently serving as an officer of a statewide or national employee organization, provided the organization reimburse the district for any expenses incurred in such a release.

4. AB2670: provides a 6% annual increase, beginning fiscal 1979-80, in the amount of money transferred from State General Fund to the community college section of the State School Fund, and a 6 per cent annual increase in community college funds for special education; tied to this increase is a prod to local districts to hire an increased number of physically disabled employees.

Proposals already submitted for consideration in this legislative session:

1. Vasconcellos has resubmitted his proposal to guarantee pro-rata pay and benefits to part-time employees. Since this proposal failed the two previous times it was introduced, it seems unlikely to pass this session, especially in the wake of Proposition 13.

2. SCA13, introduced by Senator Alquist, would establish *one* unified system of higher education under a twenty-five member board.

"UPSTATE/DOWNSTATE" welcomes contributions from member colleges of the ten regional zones of California two-year colleges. These articles might describe a regional conference, a program of liason with community high schools, a special community service English offering, an out-reach English program, an unusual course, a different approach. Send your article, from 250-500 words, typed, double-spaced, to Bob Dees, Regional Editor, Orange Coast College, 2701 Fairview Rd., Costa Mesa, CA 92626.

News From Our Regions

REGION II: SAN FRANCISCO BAY

Directors: Marlene Griffith, Laney College and John Callen, City College of San Francisco

The eighteen colleges of the San Francisco Bay Region will hold their annual ECCTYC conference for English instructors on Saturday, May 5, at Mills College in Oakland.

The half-day program will begin at 9 a.m. with a workshop session in which participants will explore the myths surrounding the caliber of freshman composition courses offered at the various levels of higher education within the region. A random sampling of student essays and course materials from the UC Berkeley campus, the State University campuses, and the local community colleges will be available.

Following that study, a second session will deal with those skills an instructor of general English can expect an ESL student to have mastered upon entering the general English program. Special tips on providing needed assistance to these students will be given.

The two workshop sessions will be conducted in sequence, ending with a sherry hour from 12 to 1 p.m.

REGION V: SOUTH VALLEY

Directors: Bill Decker, College of the Sequoias and Howard Walters, Porterville College

The seven colleges of the South Valley Region are meeting March 15 at College of the Sequoias. From 3 to 5 p.m. the participants will meet in small discussion groups to consider such topics as placement testing, holistic grading, study skills programs. Following these meetings, everyone will gather for a wine and cheese social hour to get better acquainted with one another and to share ideas and comments about their mutual concerns.

REGION VII: NORTH LOS ANGELES

Directors: Genevieve S. Meyer, Los Angeles Trade-Techical College and Sr. Joseph Adele Edwards, Mount St. Mary's College

The annual conference for English instructors from the eighteen colleges of the North Los Angeles Region is set for Thursday, March 15, at West Los Angeles College from 1:30 to 4 p.m. One session of the program will be devoted to Tom Peterson, Chair of Freshman Composition and Remedial Curriculum at CSU Los Angeles, who will conduct a workshop on English composition instruction. Dr. Peterson will include discussion of the CSULA English placement operation, explanation of the two-level remediation program now functioning there, and demonstration of the objective system of grading essays currently in use for lower division composition at CSULA. Instructors outside of Region VII may attend the conference.

The annual regional meeting of English Chairpersons met on November 16 at West Los Angeles College as guests of Gretchen Marlotte, Chair of English at West L.A. The major item under discussion was conference planning. Other major business included discussion of agenda preferences for the 1979 statewide ECCTYC Conference of Chairpersons of English to be held on November 2 and 3 in Newport Beach; and discussion of the "Recommendations of the English Subcommittee on the California State Chancellor's Advisory Committee on Basic Skills," recommendations that may ultimately form state criteria.

John Clendenning, Chair of English at CSU Northridge, reported on the current state of English throughout the nineteen campuses of CSUC and predicted that a junior level proficiency requirement for all students would soon be adopted. Focusing upon his own campus, he reviewed the freshman composition requirements, English placement, and remedial instruction. Dr. Clendenning expressed concern over the declining enrollments in English, but he noted increased demand for writing courses.

Tom Peterson reported on campus developments in his area at CSULA and gave a detailed account of his experience with the "Chicago system" of essay scoring developed by Dr. Rosemary Hake.

Born Again Teacher . . . . from page one

teaching programs in the schools where Fellows are teachers, administrators, or curriculum specialists.

The twenty-five teachers who assemble for the Summer Institute are acknowledged as University Fellows. They receive a stipend of $500., tuition free summer school status, 8 graduate units in English and membership to the UCLA Faculty Center. Fellows are selected from those nominated by school districts, English departments and former Fellows.

A recently instituted program of the UCLA Writing Project focuses solely on the junior high school. A grant from the University of California makes available an on-going series of Saturday Seminars for junior high teachers in the greater Los Angeles area. The seminars will take place on the Westwood campus during the winter, spring and fall quarters. Designated as Chancellor's Fellows, participants will share composition techniques and strategies, and meet with consultants whose expertise is writing on the junior high level. They will receive a stipend and a certificate of participation from Chancellor Charles R. Young.

Professor Everett L. Jones of UCLA's English department is Director of the UCLA/SMC Writing Project. Once asked to describe what the CWP is all about, he thought for a moment and then replied: "It has taken the old NDEA institutes and other similar programs and replaced them with something that resembles one third seminar, one third group therapy and one third religious experience." As his co-director I can add only, "Amen."

The author of this article has taught English at Santa Monica College since 1956. Currently he is Co-Director of the UCLA Writing Project. One of his degrees — an honorary Doctor of Divinity — was conferred on him by the Church of Universal Truth as the result of an ad he answered in the now defunct Los Angeles Free Press. This explains his evangelical zeal.

REviews

"REviews" features discussions of books and media programs that are suitable for use in writing or literature courses or that have special interest for teachers of English. These reviews should be from 100 to 500 words and should evaluate the book's or program's effective use in a classroom, in a learning resource center, by an individual student, or by the instructor. Include with the review all pertinent publication information, the number of pages or length of running time, and the cost.

"Grammar, Not Torture"

By RICHARD BOOTH
Crafton Hills College

We're sitting in a living room somewhere playing word association. You throw the words "grammar and usage" at me and then wait expectantly. There may even be a mild challenge in your eyes. After all, we English teachers should be adoring guardians of grammar. You want me to say "lovely" or "treasure" or Gollum's reverential favorite, "my precious." But instead I am victimized and exposed by the spontaneity of the game.

When you toss those words at me, I instantly see a grotesque scene: an endless line of perspiring students plodding along on a treadmill, never making progress as they groan rhythmically to the beat of a grammarian's drum. So I blurt out "treadmill" and look quickly at a nearby bookshelf for a copy of *Roughing It* or *Huckleberry Finn* as though searching for aspirin. Twain has always been my antidote for grammar. He probably never made his daughters diagram sentences.

So my heresy stands revealed: I always prefer novels to grammar books. I would rather talk about *Sons and Lovers* than the *Harbrace College Handbook*. Still, like most of my peers, I believe my students should know the grammatical rules that keep English from flying apart into fragmented gibberish. But if I can set aside the novels and motivate myself to tackle a basic writing course (or three), what text can I lean on? Do grammar workbooks exist that won't fatten withdrawal rates in remedial English courses?

Penelope Choy recently wrote such a book. If you haven't taken a look at *Basic Grammar and Usage*, you should. I am trying it, and my students use it with few complaints. And the rules seem to be sinking in. Choy has condensed the traditionally deadly slugs of explanation without sacrificing clarity; she has created exercises that quickly challenge students without frightening them; and she has even injected some enlightening tidbits of information — trivia if you will — into the exercises and unit reviews. The order in which the units are arranged strikes me as perfect: identifying subjects and verbs; subject-verb agreement; pronoun usage; compound and complex sentences versus run-on sentences and fragments; punctuation; and capitalization, placement of modifiers, and parallel structure.

While Penelope and I have not met, I think I know something about her tastes and interests. Judging by the topics covered in the book's review sections, she likes Shakespeare, diamonds, Chinese restaurants, and the English language. On the last subject she qualifies as an expert; *Basic Grammar and Usage* proves that point conclusively.

□ BASIC GRAMMAR AND USAGE by Penelope Choy Harcourt Brace Jovanovich, Inc., 1978. 199 pp.

ABOLISHING GRAMMAR

The following article appeared in the *Los Angeles Times*, January 14, 1978, Part I, pages 2, 11. Excerpts from it are reprinted with kind permission from United Press International.

By BOBBY RAY MILLER
United Press International

Sentences. Grammar. No longer practical. Old habits. Abolish them.

If two English teachers at Eastern New Mexico University get their way, American students soon will be taught to write much like that — no rules, no sentence structure.

Johnny can't read. Why? Because Johnny won't read. Don't change Johnny. Then what? Change grammar. Better yet. Abolish rules.

Abolish punctuation. Particularly the apostrophe. No difference in it's and its. Apostrophe not useful. Verbs. Adverbs. Nouns. Ugh. Who cares anyhow? Zzz.

Word meaning. Images. Ahh. That's better. Freedom for the writer! Ain't it beautiful? Words create images. People think images. Or pictures. Not sentences.

The apostles of this new discipline are Stanley Berne and Arlene Zekowski, associate professors of English at Eastern New Mexico University. Between them they have published 15 volumes of novels, short stories, poetry, plays and criticism.

They want a new "grammarless language." They say the 300 or so rules governing English grammar are arbitrary and are so complicated they drive students away from literature, both reading and writing . . . .

In an interview in New York, the professors discussed their proposals and their latest books on the subject, Miss Zekowski's "Image Breaking Images" and Berne's "Future Language."

"Who needs grammar?" Berne asked. "Did God give grammar to Moses on the Mountain?" ☆ ☆ ☆

". . . We are concerned with the idea of expressing feelings. Arbitrary rules of grammar prohibit that. If English teachers don't realize it and begin teaching that way, they're going to lose touch with the reality of the language. They're already in danger of losing touch."

"Arbitrary sentence structure is logical," Miss Zekowski said. "But the brain isn't logical. You don't think in sentences. You think in terms of patterns and images. It's random association."

"Grammar," she said, "is elitism. I wish to destroy what is dead, lifeless and snobbish."

"Grammar and spelling," Berne said, are "the property of a once privileged minority class imposing its order on a willing majority anxious to rise out of its own supposed ignorance and vulgarity.

"The arbitrary rules are the cause of the decline in interest in English," Berne said. "It has already caused a decline in literacy that is alarming. Teachers want to blame it on TV. But it isn't TV. It's grammar that's to blame.

☆ ☆ ☆

"The language changes. We must recognize that and adapt to it. Old English was a beautiful language. So was Middle English. Just look at Beowulf and Chaucer. But people today can't understand it easily, if at all. The language has changed since then. It hasn't stopped changing. English teachers have to change. We've got to gear up or go under. . . ."

Calendar

ECCTYC NORTH LOS ANGELES REGIONAL CONFERENCE FOR INSTRUCTORS OF ENGLISH.

15 March 1979, West Los Angeles College. Featured speaker: Dr. Tom Peterson, CSULA. For information call Sister Joseph Adele Edwards, Mount St. Mary's College, Doheny Campus, 213-746-0450.

LOS ANGELES COUNTY TEACHING OF LITERACY CONFERENCE.

22 March 1979, Pasadena Hilton Hotel. Featured speakers include Angie Papadakis, L.A. County Board of Education; Nicholas Silvaroli, Professor of Reading, Arizona State; Fred Brengelman, CSU Fresno ("Making Sense out of English Spelling"); Richard W. Lid ("Research and the Teaching of Writing"). For information call Marian Schilling or Julia Gottesman at L.A. County Education Center, 213-922-6355.

SOUTHLAND COUNCIL OF TEACHERS OF ENGLISH SPRING CONFERENCE.

31 March 1979, Los Angeles. For more information write SCTE, P.O. Box 4427, Whittier, CA 90607.

CCCC 30th ANNUAL MEETING: "WRITING: A GROSS DISCIPLINARY ENTERPRISE."

5-7 April 1979, Radisson Hotel, Minneapolis, Minnesota. Featured speakers include Wayne C. Booth, George M. Pullman Distinguished Service Professor of English, University of Chicago; Allan Collins, Center for Reading, University of Illinois; John Richard Hayes, Psychology Department, Carnegie-Mellon University. For additonal information write NCTE, 1111 Kenyon Road, Urbana, IL 61801.

4 April 1979, Pre-Convention Workshop on Testing. "The Assessment of Student Writing: A Workshop in Holistic Scoring." The workshop will be conducted by Evans Alloway, Director of Program for the Assessment of Writing, Educational Testing Service, and will be limited to one hundred participants.

WESTERN COLLEGE READING ASSOCIATION 12th ANNUAL CONFERENCE.

7-15 April 1979, Honolulu and Kailua-Kona, Hawaii. For further information write Western College Reading Association, P.O. Box 4576, Whittier, CA 90607.

BI-ANNUAL ECCTYC BOARD OF DIRECTORS MEETING

26-27 April 1979, Coronado Hotel, Coronado, CA.

ECCTYC SAN FRANCISCO BAY REGIONAL CONFERENCE FOR INSTRUCTORS OF ENGLISH.

5 May 1979, Mills College, Oakland. 9 a.m. to Noon. John Callen, City College of San Francisco, 50 Phelan Ave., San Francisco 94112; or Marlene Griffith, Laney College; tel. 834-5740.

(Items to be included in the Spring issue "Calendar" must reach *i.e.* by 27 April 1979.)

new from Holt in '79

TRRPWR: THINK, READ, REACT, PLAN, WRITE, REWRITE, Second Edition
W. Royce Adams, Santa Barbara City College
A basic composition text built around the steps listed in title. Nine essays new in the second edition.
Paper/368 pages/
ISBN: 0-03-040436-3/1979

THE PRACTICAL WRITER: PARAGRAPH TO THEME
Edward P. Bailey, Philip A. Powell and Jack M. Shuttleworth, United States Air Force Academy, Colorado
Simple, informal rhetoric text that uses step-by-step formula approach to writing.
Paper/288 pages/
ISBN: 0-03-041771-8/1979

IMPROVING YOUR SPELLING
Third Edition
Falk S. Johnson, University of Illinois, Chicago Circle
A practical guide for improvement of spelling.
Paper/168 pages/
ISBN: 0-03-045031-3/1979

YOUR LIBRARY: A REFERENCE GUIDE
William A. Katz, SUNY, Albany
A concise guide to library use. Emphasis is on a direct, easy method of finding information.
Paper/272 pages/
ISBN: 0-03-043801-8/1979

INTERPRETING LITERATURE/SHORTER EDITION
Kenneth Knickerbocker, Emeritus, University of Tennessee, Knoxville
H.W. Reninger, Emeritus, University of Northern Iowa, Cedar Falls
A shortened version of the well-known text, focusing on three basic genres: fiction, poetry, and drama. Uses inductive method of teaching through preliminaries, or step-by-step sample analysis of each form.
Paper/768 pages/
ISBN: 0-03-043821-7/1979

HULON WILLIS' BASIC USAGE, VOCABULARY, AND COMPOSITION, Third Edition
Charles M. Cobb, Los Angeles Pierce College
This widely-recognized text workbook covers the three major aspects of freshman English: usage, vocabulary, and composition.
Paper/396 pages/
ISBN: 0-03-044401-8/1979

SOLVING WRITING PROBLEMS: A SELF-PACED WORKBOOK
Louise P. Clara, South Georgia College, and Betty P. Nelson, Volunteer State College
A handbook and workbook that provides a pragmatic set of instructions in the most common writing problems related to grammar, syntax, and mechanics.
Paper/384 pages/
ISBN: 0-03-043966-8/1979

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ECCTYC DIRECTORY

The English Council of California Two-Year Colleges is comprised of all public and private two-year institutions throughout the State. For your use we have compiled a directory (albeit an unusual one) of these colleges by region and have included under each regional heading the corresponding California State University and Colleges and University of California campuses.

Region I: Northern California Directors: Joe Fitschen, Lassen College; Gordon Taylor, Yuba College.

Two-Year Colleges — Butte College, Oroville; College of the Redwoods, Eureka; College of the Siskiyous, Weed; Feather River College, Quincy; Lassen College, Susanville; Mendocino College, Ukiah; Shasta College, Redding; Yuba College, Marysville.

Four-Year Institutions — University of California, Davis; California State University, Chico; California State University, Humboldt.

Region II: San Francisco Bay Directors: Marlene Griffith, Laney College; John Callen, City College of San Francisco.

Two-Year Colleges — Canada College, Redwood City; Chabot College, Hayward; City College of San Francisco, San Francisco; College of Alameda, Alameda; College of Marin, Kentfield; College of San Mateo, San Mateo; Contra Costa College, San Pablo; Diablo Valley College, Pleasant Hill; Indian Valley College, Novato; Laney College, Oakland; Los Medanos College, Pittsburg; Menlo College, Menlo Park; Merritt College, Oakland; Napa College, Napa; Ohlone College, Fremont; Santa Rosa Junior College, Santa Rosa; Skyline College, San Bruno; Solano College, Suisun City; Vista College, Berkeley.

Four-Year Institutions — University of California, Berkeley; University of California, Davis; University of California, Santa Cruz; California State University, Hayward; California State University, San Francisco; California State College, Sonoma.

Region III: San Francisco Southern Bay and Monterey Directors: Nayan McNeill, Foothill College; Dick Lundquist, Cabrillo College.

Two-Year Colleges — Cabrillo College, Aptos; De Anza College, Cupertino; Evergreen Valley College, San Jose; Foothill College, Los Altos Hills; Gavilan College, Gilroy; Hartnell College, Salinas; Monterey Peninsula College, Monterey; San Jose City College, San Jose; West Valley College, Saratoga.

Four-Year Institutions — University of California, Berkeley; University of California, Santa Cruz; California State University, San Jose.

Region IV: North Valley Directors: Shirley Middleton, Cosumnes River College; Robert Mognis, Modesto Junior College.

Two-Year Colleges — American River College, Sacramento; Columbia College, Columbia; Cosumnes River College, Sacramento; Deep Springs College, Deep Springs; Humphreys College, Stockton; Lake Tahoe Community College, South Lake Tahoe; Merced College, Merced; Modesto Junior College, Modesto; Sacramento City College, Sacramento; San Joaquin Delta College, Stockton; Sierra College, Rocklin.

Four-Year Institutions — University of California, Davis; California State University, Fresno; California State University, Sacramento; California State University, Stanislaus.

Region V: South Valley Directors: Bill Decker, College of the Sequoias; Howard Waters, Porterville College.

Two-Year Colleges — Bakersfield College, Bakersfield; College of the Sequoias, Visalia; Fresno City College, Fresno; Porterville College, Porterville; Reedley College, Reedley; Taft College, Taft; West Hills College, Coalinga.

Four-Year Institutions — University of California, Davis; California State College, Bakersfield; California State University, Fresno; California Polytechnic State University, San Luis Obispo.

Region VI: Central Coastal Directors: Michael Seely, Ventura College; Lorraine Hatch, Santa Barbara City College.

Two-Year Colleges — Allan Hancock College, Santa Maria; Cuesta College, San Luis Obispo; Moorpark College, Moorpark; Oxnard Community College, Oxnard; Santa Barbara City College, Santa Barbara; Ventura College, Ventura.

Four-Year Institutions — University of California, Los Angeles; University of California, Santa Barbara; California State University, Northridge; California Polytechnic State University, San Luis Obispo.

Region VII: North Los Angeles Directors: Genevieve S. Meyer, Los Angeles Trade-Technical College; Sister Joseph Adele Edwards, Mount St. Mary's College.

Two-Year Colleges — Antelope Valley College, Lancaster; Citrus College, Azusa; College of the Canyons, Valencia; Don Bosco Technical Institute, Rosemead; East Los Angeles College, Monterey Park; Glendale College, Glendale; Los Angeles City College, Los Angeles; Los Angeles Harbor College, Wilmington; Los Angeles Mission College, San Fernando; Los Angeles Pierce College, Woodland Hills; Los Angeles Southwest College, Los Angeles; Los Angeles Trade-Technical College, Los Angeles; Los Angeles Valley College, Van Nuys; Mount St. Mary's College, Los Angeles; Pasadena City College, Pasadena; Rio Hondo Junior College, Whittier; Santa Monica College, Santa Monica; West Los Angeles College, Culver City.

Four-Year Institutions — University of California, Los Angeles; University of California, Santa Barbara; California State University, Los Angeles; California State University, Northridge.

Region VIII: South Los Angeles Directors: Virgil Sessions, Orange Coast College; Richard McIntosh, Cypress College.

Two-Year Colleges — Cerritos College, Norwalk; Coastline Community College, Fountain Valley; Compton College, Compton; Cypress Junior College, Cypress; El Camino College, Torrance; Fullerton Junior College, Fullerton; Golden West College, Huntington Beach; Long Beach City College, Long Beach; Marymount Palos Verdes College, Palos Verdes Peninsula; Orange Coast College, Costa Mesa; Saddleback College, Mission Viejo; Santa Ana College, Santa Ana.

Four-Year Institutions — University of California, Irvine; University of California, Los Angeles; University of California, San Diego; California State University, Dominguez Hills; CALIFORNIA State University, Fullerton; California STATE University, Long Beach.

Region IX: San Bernardino Region Directors: Judith R. Hert, San Bernardino Valley College; Richard Booth, Crafton Hills College.

Two-Year Colleges — Barstow College, Barstow; Cerro Coso Community College, Ridgecrest; Chaffey College, Alta Loma; College of the Desert, Palm Desert; Crafton Hills College, Yucaipa; Mt. San Antonio College, Walnut; Mt. San Jacinto College, Gilman Hot Springs; Palo Verde College, Blythe; Riverside City College, Riverside; San Bernardino Valley College, San Bernardino; Victor Valley College, Victorville.

Four-Year Institutions — University of California, Riverside; California Polytechnic State University, Pomona; California State College, San Bernardino.

Region X: San Diego Directors: Julie Hatoff, Mira Costa College; Ann Clutinger, San Diego Mesa College.

Two-Year Colleges — Cuyamaca College, El Cajon; Grossmont College, El Cajon; Imperial Valley College, Imperial; Mira Costa College, Oceanside; Palomar College, San Marcos; San Diego City College, San Diego; San Diego Evening College, San Diego; San Diego Mesa College, San Diego; San Diego Miramar College, San Diego; Southwestern College, Chula Vista.

Four-Year Institutions — University of California, San Diego; California State University, Long Beach; California State University, San Diego.

ENGLISH COUNCIL OF CALIFORNIA ECCTYC TWO YEAR COLLEGES

inside english

Vol. V, No. 3 | Journal of the English Council of California Two-Year Colleges | June 1979

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ECCTYC Looks at literature

Giving literature the good sell: a chairperson uses the Madison Avenue touch and fills classes. page 3

A special EOPS program in English salvages students at Orange Coast College. page 3

A highly personal multimedia approach brings literature to life. page 4

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Literature Enrollment Declines

by Sandra J. Edwards
Center for the Study of Community Colleges

How is literature faring in the community college? Under the auspices of the National Endowment for the Humanities, the Center for the Study of Community Colleges sought to assess the status and strength of the humanities in the two-year college. The results of courses in 1975 and 1977 and a survey of faculty in 1975 presented a picture of the humanities generally and literature specifically.

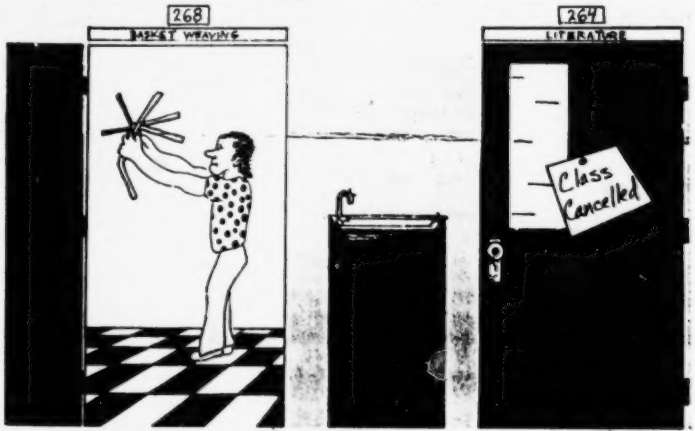
Course Survey

Among the questions considered in the course survey were: To what extent are enrollments in literature increasing proportionately with total two-year college enrollments? To what extent are courses offered in different areas of literature in the two-year colleges? What has happened to enrollments in these areas? Do literature enrollments in the West conform to national enrollment patterns?

The relative strength of literature was assessed by comparing total literature enrollments in 1975 and 1977 with total humanities and total college enrollments from a representative sample of 178 community colleges. Results showed that from 1975 to 1977, while total humanities enrollments dropped just slightly (2.9%), literature enrollments fell 13 percent. Overall community college enrollment increased 7.4 percent during that period. In 1975 literature ranked third highest (behind history and political science) in enrollments among humanities disciplines; in 1977 it had dropped to fourth place (behind history, political science, and foreign languages).

Literature was subdivided into seven categories: Introduction to Literature, Survey of Literature (American, British, world), Genre (poetry, fiction, drama), Authors (Shakespeare, Hemingway), Group Literature (ethnic, women's literature), Bible as Literature, Popular Literature (science fiction, occult literature), and Classics (including mythology and folklore). Introductory courses comprised nearly 60 percent of the total literature curriculum and enrolled two-thirds of the students in literature. Genre ranked second with about 17 percent of the courses and enrollments. The other groupings—Authors, Group Literature, Bible as Literature, Popular Literature and Classics—accounted for the remainder in the order listed. Little change occurred in this hierarchical pattern between 1975 and 1977.

Looking at the change in course enrollments for the seven different kinds of literature courses, all but Bible as Literature suffered a decline from 1975 to 1977. Enrollment in Classics dropped most sharply (-45%); colleges in the West, which enroll proportionately more students in the Classics, showed less decline in enrollment than any other geographical region (-24%). The greatest decrease among western colleges occurred in Group Literature course enrollment, although the decline in actual courses offered was minimal. Unlike the total sample, Bible as Literature did suffer a decrease in enrollment in the West. Community colleges in the West accounted for the largest enrollments in all types of literature courses, except Introduction to Literature. This result stems particularly from the relatively high number of large colleges (with enrollments over 7,500) which are found in this region. Larger colleges can more easily offer and attract significant enrollments in a wider range of courses.



State of the Arts

Faculty Survey

In 1975 a representative sample of 1,493 two-year college faculty members was surveyed by the Center for the Study of Community Colleges. This report of the study compares the literature faculty to their colleagues in the humanities. Literature faculty represent the largest subgroup of humanities faculty. Yet, in average number of courses offered and in enrollments, literature does not rank first. Considering this finding, it is not surprising that English faculty find themselves trained in literature, but teaching mostly composition (Shugrue, 1970; Cohen, 1978). Average English faculty workloads may often be composed of one literature course and several writing courses. Thus, ten literature courses may be taught by ten literature faculty, while ten history courses may require the services of two or three history faculty.

More women teach literature courses than any other humanities courses, except for foreign languages. The fewest number of ethnic minorities are found in this area. Literature faculty have somewhat more experience than the total humanities group. Fewer teach part-time and they are least likely to be employed at jobs in addition to their positions at the colleges.

When asked whether they look to high school or university faculty as sources of advice on teaching, the two-year college literature faculty appear more autonomous than faculty from other humanities disciplines. Literature faculty do tend, more than most of their colleagues in other disciplines, to be affiliated with professional organizations. They read professional educational journals more than any other group, except history instructors. This faculty express an interest in more professional development, although they view this development in the form of taking university courses, rather than earning doctoral degrees. The reported findings may be partially attributable to the full-time status of many of the literature faculty.

(Continued on Page 8)

inside english
The Journal of the
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Editors' Viewpoint

Ah, spring: sunny days (we just heard that it hailed in Davis) and warm nights (what did you have *your* electric blanket turned to?). Student lovers are popping up like daisies on the grass of our campuses, and as they bill and coo, we read their final exams and their final papers and agonizingly (or joyfully) determine their final grades.

And into all of this comes the final edition of the fifth volume of *inside english*. As you can see, this number is filled with your wonderful responses to our plea in the last issue to "practice what is preached, *i.e.*, WRITE!" Many of you took on, in one way or another, the article on abolishing grammar. Others of you considered the whole question of writing—especially, why words don't flow as easily as we might like them to. We hope that this issue will also stimulate your desire to express yourselves in a public forum.

Volume six of *inside english* will have a different publishing schedule, for we will now be a quarterly journal rather than a tri-annual one. Thus, the issues will be published (and named) September, December, March, and June. We hope also to print twelve pages rather than eight pages each issue. To ensure the success of both these changes, we need your continued—even increased—support. We would like to expand our Reviews section; certainly more than two of you have used or have encountered a book you believe is a valuable teaching tool or have seen a multi-media program you thought useful. More articles detailing actual projects would both help our colleagues and stimulate responses from them.

And what about teaching literature to your students? Are you walking in each day to greet fifty eager students or fifteen—or five? Do your students get excited about the beauties of Shakespeare sonnets or Thomas villanelles, about the search of Marlow for Kurtz and the issue of good and evil? Or do they ask you what all this stuff means, anyway, and how is it going to help them get a job? Let's hear how you keep your sanity while those around you feel like getting into bed, assuming the pre-natal position, and turning their electric blankets up to nine. What do you think about the findings of Sandy Edwards of the Center for

the Study of Community Colleges, our front page piece? Do you think the "Madison Avenue" approach that Nina Theiss, Chairperson of English at Santa Monica College, outlines on page 3 is necessary or desirable?

Since we will be publishing an issue in September—one that will arrive in your mailboxes by September 24, we need to hear from you VERY SOON, certainly no later than July 3. Be sure to send to us any announcement of honors to you or your colleagues, notices of conferences in your regions, and information about special programs your college may have. And remember: we thrive on your input—your letters, your reviews, your information, your articles.

As you read this issue of *inside english* notice how rich it is with varying points of view and various considerations. This is truly YOUR journal; let's keep it that way.

Barbara Bilson
Frances Kurilich

Letters

WHY NOT?

Dear Editors:

All right, so now we've all had one more condescending, rather bemused chuckle at the expense of Berne and Zekowski. I do trust we all realize that it is decidedly moot—as well as entirely irrelevant—whether their manifesto is even intended seriously (or am I overly skeptical in suspecting specters such as academic ascension, publicity, and pecuniary profit may well be hovering about their "proposals"?). This is no real menace; it's not even a particularly ingenious joke.

Why not spend some space taking to task more genuine threats, for instance James Macrorie's alarmingly influential Summerhillian softheadedness (*Uptaught*), together with the whole Free Writing farce in general, lame step-children begotten of a misunderstanding of Benjamin Spock by way of late Sixties psychedelia by way of God knows what.

Why not a column designed for the sharing of single or sequence lesson plans?

Why not more articles like Rae Jeane Popham's (i.e., clear, concise, practical, and unpretentious)?

Why not fewer limericks?

Why not surprise me and publish this letter? (But please don't tell any of my colleagues that I just used a cliche.)

ANDREW J. SACKS
Victor Valley College

Editors' Note: See Dr. Lyndon D. Sundstrand's article "An Apostrophe to Grendelian Grammar" on page 4.

"ABOLISHING GRAMMAR"?

Dear Editors:

In your reprint of the Los Angeles Times story on "Abolishing Grammar," you quote Miss Zekowski as saying, "Arbitrary sentence structure is logical, but the brain isn't logical." This has to be one of the most absurd statements ever made in print.

If we accept the premise that arbitrary sentence structure is the product of the human brain—and the word "arbitrary" commands such premise—we must also accept that if it (the arbitrary sentence structure) is logical, the brain that created it is also logical.

A second absurdity is the apparent supposition of Zekowski and Barnes that grammar should be abandoned simply because it doesn't serve the masses. If Barnes and Zekowski were logical people (which by Zekowski's own statement they are not), they would see that such a position makes no more sense than abandoning all codes of moral, ethical, and social behavior simply because most people can't even name the Ten Commandments, as one example of a moral code, and are not particularly inclined to follow the few commandments that they can name.

One could write a book in refutation of these "imagists," but all one needs to do is to look closely at the few direct quotations that were included in the article. Did you notice? Not one misspelled word. Not one sentence fragment, misplaced comma, or any other deviation from the "good old rules." They have been grammatical in attempting to discredit grammar, thus encountering a dilemma similar to that faced by Archibald MacLeish in his attempt to use words to write a poem saying that a poem is not made of words.

ANSEL GRAY Humanities Division
San Diego City College

More Letters on Page 8

Dear Editor:

The faculties of Orange Coast College and Golden West College are presently demanding a hearing from the Board of Trustees of the Coast Community College District over that District's recent accounting of instructional salaries under the State's 50 percent rule. While the District has claimed to the State that it is only 3/10 of one percent short of the State required 50 percent of the total district budget, teachers have evidence that the actual difference may be 7 percent, or nearly 3 million dollars.

In an era of post-Prop. 13 cutbacks, when courses are being cancelled and teachers are being threatened with layoffs, it is vital that faculty everywhere take an active role in watching closely over and participating in the budgetary planning traditionally done by administrators. As teachers, we have an obligation to see that educational tax dollars go for education, not for administrative pet projects and administrative salaries. As the State code mandating that 50 percent of any school district's budget go toward instructional salaries recognizes, education takes place in the classroom, resulting from an exchange between teachers and students. The teachers of the Coast Community College District are now questioning district allocation of funds in an effort to insure that the public and our students get the education they are paying for.

JUDY JERNIGAN
Assistant Professor of English
Orange Coast College

COOPERATION CAN EFFECT CHANGE

Dear Editors:

During the initial year of Saddleback College (or the second year at the latest) fifty students were enrolled in each section of Freshman Composition. I wrote a letter to the president of the board and requested of Cal State University, Long Beach, and Cal State University, Fullerton, that their English Department chairpersons do the same. The letters indicated that such numbers in composition classes were intolerable and indefensible. The CSU's also indicated that they didn't want the graduates of such a program. It worked! Class size was reduced to thirty (or twenty-five). Cooperation—and pressure from the top—CAN effect change.

VIRGIL SESSIONS
Chairperson
Language and Literature Division
Orange Coast College

Editors' Note: At its Board of Directors' meeting April 26-27, ECCTYC passed the following resolution: "In order to ensure more and improved writing by high school students, ECCTYC recommends substantially reducing the composition load of high school English teachers."

UPPING LITERATURE ENROLLMENT

Madison Avenue Comes to College

by Nina Theiss
Santa Monica College

For the past two or three semesters, as the first day of classes approached, those of us teaching endangered literature classes at Santa Monica College have been making more frequent trips to check the enrollment figures on the computer printout than small boys beating a path to the refreshment stand at Dodger Stadium. But we have returned to our offices less satisfied than the boys clutching their hotdogs and Pepsi's, as we have nervously watched enrollments hovering below the established minimum of eighteen. Tired of the pressure of not knowing what our schedules would be, we decided last fall to overcome our antipathy toward the techniques of Madison Avenue. We advertised our courses, trying to make students more aware of them as they select their programs from a growing number of courses, all of which must look equally valuable in the schedule of classes listing only title, time, room, and instructor.

We took advantage of the good fortune of having the journalism instructors as members of the English Department and with their help developed a pamphlet detailing our literature offerings. Each instructor wrote a descriptive paragraph of his course in a more personal, emotional style than that of catalogs, directing his remarks to the student and emphasizing aspects of the course that have proved most popular: particular reading assignments, video performances of dramas, and special field trips. Some instructors added titles catchier than those in the college catalog; for example, our three surveys of American literature courses are entitled "Triumph: Romantic and Transcendental"; "Confrontation: Self and Reality"; and "The Growth of Despair." (These titles appear as subtitles in the schedule of classes but do not appear in the catalog.) To enhance the appearance of the pamphlet, we hired talented students to provide line drawings of authors and other figures associated with the courses and had the pamphlets printed in the print shop of the college. Before registration began for the spring semester, we distributed them in our English I classes and in our literature classes and placed some copies in the library, in the counseling offices, and near the registration lines. We plan to distribute them again in June in an attempt to influence registration for the fall.

We doubled our efforts to publicize courses that had repeatedly had low enrollments by printing flyers on colored poster cards, again using line drawings to attract attention and adding times of classes and instructors' names. These we posted on bulletin boards throughout the campus and distributed to our classes. We also inserted half-page descriptive notices in the schedule of classes.

Two years ago we began a group of half-semester courses in individual authors. Enrollment was sufficiently high to continue to offer them, but not high enough for us to feel secure about their continuation. Last spring we prepared a list of authors' names and circulated it in classes to poll student interest in particular writers. In the fall our enrollment increased somewhat, perhaps because of the psychological effect of asking students for their opinions

and perhaps because of the publicity the courses received. We intend to repeat the poll periodically. (It is interesting to note that the "winners" of the poll were Poe and Tolkien.)

We have deplored the decline in enrollment in the traditional literary offerings, a decline that we have experienced along with everyone else, but we have attempted to compensate with the introduction of new courses. We have had good luck with a course in children's literature that has appealed to parents and to students in early childhood education. We were astonished by the interest in short courses in—believe it or not—Joyce and Yeats that have succeeded in our evening program. A course called "Film and Drama" has increased in popularity since the instructor has concentrated on films and plays of the 1960s, a decade for which there appears to be nostalgia. A new course called "Introduction to the Humanities," which touches on all of the arts, appeals especially to students who have traveled abroad and inspires enthusiasm in some for additional literature courses, as well as for courses in music, art, history, and philosophy.

Another technique that we plan to explore further is double listing. Enrollment in our course "Literature of the Bible" grew when we listed it in the schedule of classes under Religious Studies as well as under Literature.

We make no claims of having permanently solved the grave problem of declining enrollments; but for the time being, except for one or two remaining trouble spots, our enrollment has increased enough that we feel reasonably certain that our literature offerings are no longer dwindling. Consequently, the department has concluded that we should continue efforts to promote our courses.

We recognize at least one risk that we are running: that we may create a false and fleeting interest in literature among students who are swayed only by our rhetoric or who are incapable of understanding and appreciating the material in the courses. We agree that we have gained nothing if the quality of our courses diminishes in a rush to increase quantity of students and courses. Many of our students transfer to four-year institutions, and we wish to prepare them adequately and to take pride in their achievements after they transfer. But so far we have not observed negative effects. Our drop-out rate is much higher than we should like, but not higher than it has been for several years. Perhaps the explanation is that we have increased enrollments not by large numbers of unqualified students who immediatley drop out, but by just enough to move our courses above the level of risk of cancellation.

Like it or not, we must participate in a competition for students. Committed as we are to the belief that the study of literature is essential to a liberal education, we have conceded that we must seek ways to keep the discipline alive during this period of emphasis on vocationalism.

Nina Theiss is English Department Chairperson at Santa Monica College.

EOPS at Orange Coast College

by Bob Dees
Orange Coast College

Not uncommonly, students who lack basic skills in hearing, speaking, reading, and writing English need a great deal more instruction than traditional remedial courses can provide. And just as often, whether they eventually pass Freshman composition or not, these students' general weaknesses in English continue to hinder their achievement in college and lessen their chances for success in the community.

The English Department at Orange Coast College, however, may have a new, competency-based program that could change all of this for students and teachers alike. Under the auspices of the Extended Opportunities Programs and Services, EOPS English at Orange Coast College is designed for students who are weak in English skills and who may best benefit from a total-approach program—one that simultaneously incorporates Freshman Composition with a wide base of language support classes.

All EOPS English students enroll for seven hours of instruction and six units of credit, in a schedule that includes Freshman Composition and one of several types of support classes. Learning is actually hierarchical: that is, each student begins improving his English language skills at the level he is when he enters the program, rather than attempting to do what he is not ready for. Since the program includes mostly Asian and Spanish-speaking or surnamed students, a battery of assessment devices is used to determine each individual's proficiency level in English as soon as the course begins. Test results in grammar, punctuation, and general writing ability are combined with reading and listening scores and the results of an oral interview. These then determine where the student should begin in the sequence of listening, speaking, reading, and writing instruction which the program offers. After that, the student's rate of progress in the course depends on his individual needs and rate of success; he works on one language skill at a time until he achieves the competency level set for him by the instructor.

Aided by both team-taught classes and programmed learning modules, an EOPS English student may complete the entire program in only a few months or over several semesters. The length of time depends only on how long he needs to gain college level language abilities and, ultimately, write well enough to complete the freshman composition part of the course successfully. At that time, he not only receives credit for completing the composition course itself, but he has also greatly improved the general language skills he needs elsewhere in his life.

Funding for EOPS English comes from state and federal grants which provide monies for programs aimed at teaching financially and culturally disadvantaged students. Roslyn Snow, Alicia Ramirez, Minette Carter, and Margaret Callanan team-teach the nearly 200 students in the program, and results have been inspiring: so far four students have passed through the program and gone on to enroll at UC campuses for next year. Reading skills for all students have improved an average of two grade levels since the beginning of this year; writing levels have already advanced from sentences to whole paragraphs, essays, and even the research paper. EOPS English is popular with the students, and everyone agrees that the program is serving a critical need for those kinds of students who might never survive a composition course—or college in general—without it.

An Apostrophe to Grendelian Grammar

A FEW WORDS IN DEFENSE OF COMMON SENSE

by Lyndon D. Sundstrand
Citrus College

Well, well. Here we are back to the old abolish-grammar-save-the-language-from-the-pedantic-pundits-of-perfect-prose bit. Miss Arlene Zekowski and Mr. Stanley Berne remind us that "the language changes." We're invited to look at *Beowulf* and Chaucer for proof. No stodgy rules there. Grendel never uses a single apostrophe. Grendel's mother simply roars—creatively though, she's a free spirit. Hrothgar's folks knew what she wanted. They had little trouble picking up on her thesis: "Me eat up you puny punks."

However, (I need this transition of contrast. I'm not nearly so direct as the Clan Grendel.) neither I nor my students are living in pre-Christian Denmark. Nor am I particularly committed to saving the language from the pedants or the barbarians. Language takes its own course, and I'm inclined to think that there's not much one can do to direct the pattern of change. I'm a teacher trying to teach my students about the act of communication in the good old USA in the latter part of the twentieth century. Thus, I'm concerned with the effectiveness and result of instruction. This is not to say that I don't have an interest in the theory of language. I do. I'm supposed to love language. I do. I do! (Grendel's mom is awfully appealing too.) On the other hand, I can afford to be a dilettante with my colleagues, but my central task is to teach my students how to write effectively.

Their writing needs to be understood and accepted by their readers. As I see it, my students' readers are not linguists nor apostles of reform. These readers believe in, nay champion, the comma, the semicolon, and even the much maligned apostrophe. (Why the apostrophe? I like apostrophes, especially John of Gaunt's apostrophe to England.) These readers of my students' writing tend to be critical about grammar and punctuation. They're judgmental too. A misspelled word, a misplaced comma, even a missing apostrophe, frequently evokes wholesale condemnation of the writing and the student. God help the poor student who has been led to believe that grammar doesn't count, that spelling isn't important and that punctuation is irrelevant. What could be more unkind? Not everyone is as forgiving as we English teachers. Now it's okay for us to debate the subject among ourselves, but it's a terrible injustice to experiment with our students' lives, to make them victims to our pet theories and send them into a critical and unforgiving world. We owe them a fairer shake.

If we are going to teach students to write, we ought to consider to whom they are directing their efforts. They have to write for our colleagues in other disciplines who appear to be somewhat critical of their writing skills. Have you ever been treated to the call of the wild pedagogue? "What the hell are you teaching these kids? They can't spell. They can't even write a sentence. What're you doing over there in the English Department?" I have. Moreover, students have to deal with people who flex their intellectual muscles by picking out other people's mistakes (i.e., most people). Do they simply explain that "Grammar is elitism ... dead, lifeless and snobbish"? Do they defend their apparent ignorance as a manifestation of social repression? Try this approach on a bright young personnel officer with a degree in psychology and a C- in English composition.

I'm not ready to give up teaching my students what they need to know. I still like them enough to want them to succeed. I'm not a pedagogical Philistine nor one of those who suffers from apoplexy over split infinitives. Grammar is not sacred. You're right, Stanley Berne. God didn't "give grammar to Moses on the Mountain." He didn't give us the right to make students cannon fodder for social change either. If you want change, you take the chances. I suppose it's a bit nasty to point out that Berne and Zekowski weren't taking any chances with their periods and commas in their writing. How come?

Professor Zekowski thinks that "We are concerned with the idea of expressing feelings." So was Grendel's mom, but then she never had to answer an essay question in Astronomy 101 or send out a memo to her colleagues (did Grendel's mom have colleagues? There must have been a Mr. Grendel.), or write a letter inquiring about a job. Of course, she had a job, taking care of Grendel and eating Danes, and she botched it up on both accounts. Perhaps, if she had been able to write a nice letter to Hrothgar and Beowulf explaining her son's eccentric behavior, things might have worked out differently for her.

Dr. Sundstrand writes: "I'd forgotten how hard it is to do what I ask my students to do. Good for me—castor oil and all that. ... I've been teaching at Citrus College for eight years and I voted no on Proposition 13."

A Literature Class That Works

by Muriel Allingham-Dale
Orange Coast College

While casting about for a way to enliven my American Literature classes and to take advantage of materials and experiences I had gathered in Europe the past few years, I hit upon the idea of a class titled "American Expatriot Writers." I struck gold! Advance publicity brought me a class full of bright-eyed students—few teenagers, many past thirty, some more travelled than I. At least half had been to Europe once; many had been more often. They knew the sights of Paris and London, but their background knowledge was largely supplied by tour guides.

It is necessary that along with the literature I supply a running commentary on the history and its social implications. The first World War is an unfathomable mystery to a generation who knows no other war than Viet Nam to use as a model. I also make use of maps of Europe. While we are reading *A Farewell to Arms* the students become fascinated in charting Lieutenant Henry's progress after he deserts the Italian army, from the battlefields near Gorizia across northern Italy to Milan and thence to Stresa, across Lago Maggiore in the Italian Alps and into neutral Switzerland. I had made this trip by boat myself and have slides to illustrate this portion of the novel.

I use a lot of visual material. Some are pictures I have taken myself, but I augment my personal collection with a generous helping of slides taken from books. I also weave in slides of the writers themselves and pictures that portray local color. I have a collection, for example, of all the Paris cafes frequented by the "lost generation." I know that the student's pleasure in the readings is enhanced through having a visual picture to illuminate the settings of the novels and stories.

I cover as wide a variety of novels as I can squeeze into an eighteen-week semester. I start with Henry James and Edith Wharton and then launch into the era of the first World War and thence to the twenties and thirties. I try to get a variety of views of the same literary scene. For example, I use a Janet Flanner (the Paris correspondent for the *New Yorker* who used the pen name "Genet") excerpt from *Paris Was Yesterday*. Her view of cafe life has a different focus from that of Hemingway in *A Moveable Feast*. (A fine book for background of Paris in the twenties.) I have an essay by Katherine Anne Porter ("A Little Incident in the Rue de L'Odeon") where she speaks of meeting Hemingway in Sylvia Beach's Shakespeare and Company bookshop in Paris. This I follow with an account written by Sylvia herself. Gertrude Stein has her shot at the American expatriot crowd in *The Autobiography of Alice B. Toklas*. After the students have absorbed this material, they are ripe for savoring and understanding *The Sun Also Rises*. That novel then gives me a chance to show off my slide collection of Pamplona and the bulls and the Festival of San Fermin.

I have time enough for one more novel, so I include Fitzgerald's *Tender Is the Night*, but other choices are wide. I interweave writings and illustrative slides of T.S. Eliot, Ezra Pound, and E. E. Cummings, then throw in a bit of Hart Crane and wish I had more time for poetry. I also add a sprinkling of short fiction by Katherine Anne Porter, Sherwood Anderson, and Fitzgerald. I search for materials written by Americans with European settings which narrows my choices but enriches the students' knowledge of Europe and Americans in relation to their European cultural heritage. "American Expatriot Writers" is a fine course—and one that can lend itself to a variety of teaching techniques. The students love it and so do I.

Information Please

I am preparing an annotated bibliography on the teaching of writing and would like to receive from one to three annotated bibliographic references for recent publications on the teaching of writing. These publications may be journal articles, monographs, pertinent chapters from books, or entire books. The annotations can be very brief, but they should give a clear idea as to content.

Please send the material to me by July 1, 1979, and address it to:

Mr. Jim Cagnacci
1563 Winding Way
Belmont, California 94002

PRESIDENT'S MESSAGE

We Don't Have All the Answers, But . . .

At a luncheon the other day, a friend and I were laughing about the human tendency to look far afield for answers and solutions which sometimes lie close at hand. My friend, a superior court judge sitting on the criminal court bench, described the throes which her teenage daughter underwent in the writing of her first term paper. She had chosen the topic of criminal justice, and the awesome responsibility of research quite overwhelmed her. Her mother, wanting to help her but daring not, watched helplessly for days, until finally in a sudden burst of desperate inspiration, her daughter turned to her and asked, "Mother, do you know anything about the death penalty?"

Perhaps we English teachers need to look closer at hand for solutions to our problems. Last week, the three segments of higher public education met concurrently to discuss some of the problems facing the English discipline due to the declining writing proficiency of college students and the parallel shrinking of funds to combat this deficiency. A dedicated and conscientious group, the members of the English Councils of the University of California, the California State University and Colleges, and the California Community Colleges, meeting separately and together, considered the complicated problem of adequately serving and helping students with varying needs and differing levels of proficiency.

It occurred to me then that perhaps we as two-year college English instructors, long familiar with some of the problems now surfacing in the other segments, might be able to offer some suggestions and share in techniques which we have developed in desperation through the years. Community college instructors have been confronted with the need for very basic instruction because of the disparity of student preparation, the changing age level and consequent interest, and the influx of non-traditional students.

Because the two-year college is more flexible and more readily adaptable to community needs than the established four-year institutions, English faculty in community colleges across the state have been able more than their four-year college counterparts to experiment with innovative methods of teaching a heterogenous student body. By this statement, I do not mean to imply that we have all the answers or know all the techniques, but I do think that an interchange of ideas and experiments between the two-year and the four-year institutions could be both fruitful and economical. For example, many two-year colleges have sophisticated learning laboratories and self-study centers which could be made available to the university or college close enough for their students to take advantage of these facilities. San Bernardino State College, for instance, sends students needing remedial reading help to nearby San Bernardino Valley College. In staff development programs, we might be able to work together to share and develop training, or retraining, procedures that have been developed by all segments. While community college teachers could talk about specific techniques, university faculty could share information about recent research and development in learning patterns and in-depth studies in related areas—fields for which the community college instructor has little time.

Different and exciting innovations in teaching have developed across California to meet the challenge of sharing literacy with all who enter the open door. A few of the methods come to my mind: (1) the mastery concept of teaching which Helen Mills of American River College has developed to a fine degree, a concept based upon the premise that one level of difficulty must be mastered before the student advances to the next step; (2) the holistic approach to reading and grading papers on a non-cultural and equitable basis, currently emphasized by Judy Hert of San Bernardino Valley College, who has worked closely with Professor Edward White, San Bernardino State College, developer of this process; (3) the phonics approach to teaching developmental students used successfully by Kathleen Chatterton at Los Angeles City College; (4) the computer assisted learning program developed by Orange Coast College under Virgil Sessions where students communicate directly with the computer by means of a typewriter; (5) the writing laboratory concept directed by Cecilia Lopez of Chabot College; and (6) the Garrison method, a highly individualized approach to writing based upon the assumption that a student must write constantly in order to learn to write. The method has been used experimentally by several colleges in the Los Angeles District as a pilot project directed by Jo An Simmons of Los Angeles City College.

In addition, another thought occurs to me about the feasibility of increasing written course requirements in the lower division and stressing the skills there, perhaps thus obviating the need for proficiency testing before a student could be granted a degree. Along this line also is the assumption that writing skills should be required in all college courses so that each department or school would be responsible for the literacy of its own majors. Transfer students from the two-year colleges, alerted to these requirements, would have an opportunity to take the necessary courses in the two-year colleges before the transition to the four-year institutions.

These, then, are some of the approaches and suggestions from the community college English system. It is the hope of the English Council of California Two-Year Colleges that we may be able to work out a program whereby some of these special methods in and information about the teaching of writing could be presented to and shared by various areas of the state and by other segments as well. We have a great deal to learn from each other, among other segments as well as among ourselves. We certainly don't have all the answers, but we are trying hard to find them.

Gertrude Fujii
Los Angeles Valley College

SACRAMENTO SCENE

Bills, Bills Everywhere — But Little Action Taken

by Jim Cagnacci
City College of San Francisco

I cannot believe that it is time for me to produce another column for *i.e.* My disbelief centers on the fact that despite the several months elapsing since my last column, almost nothing definite has occurred in Sacramento with direct bearing on the financial crisis facing community colleges.

Though the Senate Education Committee sent the Dills Bill (SB 234) to the Finance Committee on an 8-0 vote, the Finance Committee broke for Easter recess without achieving a vote to send SB 234 to the floor. In addition to the Dills Bill, the Finance Committee is sitting on a bill by Senator Rodda, SB 186. This bill is designed to provide a one year bail-out for all local government entities, including school districts. SB 186 is being viewed as a possible alternative should SB 234 fail to muster sufficient votes. It would appear that all the months of this current legislative session have brought us very little closer to a definite solution to our financial woes. This academic year seems destined to end before we will be given any firm idea of the type and amount of financing we can expect for next year.

One bill which is currently in the state legislature and worthy of more detailed comment is AB 1548, a finance bill authored by Assemblyman John Vasconcellos. This measure, termed "free flow," would permit students to attend any community college of their choice. While strong supporting arguments can be made on the basis of a student's personal freedom to choose and the fewer tax inequities now that 70 percent of our funding comes from the state, the opposition points to what could be a financial disaster for schools which are located in less desirable areas. Needless to say, the debate is a hot one!

A few other bills directly affecting community colleges have been introduced in the legislature; however, at this writing, no definite action has been taken on them. Here is a briefly annotated list of some of the more pertinent bills:

SB11 (Garcia): provides for state lottery; public education to receive a minimum of 35 percent of total revenues from ticket sales.

SB 45 (Carpenter): abolishes regional adult and vocational educational councils.

SB 80 (Rodda): sets up district maintenance account on a matching fund basis within the state.

In the last issue of *i.e.*, I mentioned that there were a number of new faces on both the Senate and the Assembly Education Committees. Let me provide you with a list of the current memberships:

Senate Education Committee: P. Carpenter, Chair (D-Garden Grove); J. Montoya, Vice-Chair (D-Los Angeles); A. Alquist (D-San Jose); W. Campbell (R-Whittier); L. Cusanovich (R-Los Angeles); R. Dills (D-Gardena); J. Nielsen (R-Woodland); A. Rodda (D-Sacramento); J. Smith (D-Saratoga); W. Stiern (D-Bakersfield); and D. Watson (D-Los Angeles).

Assembly Education Committee: L. Greene, Chair (D-Sacramento); M. Bergeson, Vice-Chair (R-Newport Beach); R. Alatorre (D-Los Angeles); G. Hart (D-Santa Barbara); J. R. Hayes (R-San Fernando); T. Hughes (D-Los Angeles); R. Lehman (D-Fresno); W. Leonard (R-San Bernardino); D. Mangers (D-Huntington Beach); R. Mountjoy (R-Monrovia); D. Rogers (R-Bakersfield); S. Tanner (D-El Monte); and J. Vasconcellos (D-San Jose).

It certainly would help to address letters to all these legislators in support of SB 234. Also, it wouldn't hurt to barrage them with letters demanding that permanent solutions be found to our problems of financing. After all, SB 234 does nothing more than provide us with funding adequate for one year of operation.

State legislators continue to use California's public education system as a political football, causing ever-increasing damage to the concept of quality education at no cost to the student. Unfortunately, these legislators are not being blamed for the damage; as always, the teaching profession is being singled out as the culprit.

NOTE: The U.S. Senate has approved a bill that would establish a cabinet-level Department of Education. With the addition of a new secretary, the number of presidential cabinet members would be increased to thirteen.

News From Our Regions

REGION II: SAN FRANCISCO BAY

Directors: Marlene Griffith, Laney College and John Callen, City College of San Francisco

Region II held its annual Mills Conference on Saturday, May 5, 1979. Allan Wendt of the English Department at Mills College was the host. Co-sponsor with ECCTYC was the Central Council of California Teachers of English. John Callen of CCSF and Marlene Griffith of Laney College, regional directors, welcomed English instructors from ten community colleges; one four-year private college, and one university in the area. Jim Cagnacci, Vice President of ECCTYC, and Don Snepp, Past President, contributed their expertise to a successful workshop program.

The initial workshop involved the exploration by small groups (four members each) of the "myths" surrounding the grading of 1A papers. John, Marlene and Jim asked community colleges, state universities, private four-year colleges and universities to submit unmarked, ungraded, randomly-selected essays from their 1A classes. These were duplicated and given a number (all identification removed) so that the team evaluating the essays had no idea whether the papers were from two year or four-year institutions. Marlene explained the procedure. "Read and evaluate in two distinct areas: (1) the writer has something to say and wants the reader to hear his voice; (2) rhetorical, grammatical, and mechanical competence ... no grade, just which of the four papers read by each group was the *best* in each category."

After an hour of reading, discussing, agreeing, and disagreeing, the groups met in general session to report on why and how they judged one of the essays the best. In some cases, one essay got the honors in both voice and *structure*; but for others, the *structure* was commendable, but the essay had nothing of interest to say to the reader ... no voice.

Interestingly enough, those papers judged as best showed equal representation from two and four year schools.

The second part of the morning program was an ESL workshop, moderated by Kent Sutherland of Canada College. Kent is immediate past president of CATESOL. The chairpersons present at the conference met separately during this period to discuss topics of common concern. Jim Cagnacci moderated the meeting of chairs.

Judging from the comments heard during the traditional "Sherry Hour" following the morning program, the sessions were a welcome change from the "speaker" format. There seemed to be agreement that the exchange of philosophy and techniques, during the 1A critique and the ESL discussion, was meaningful.

Mary Hedin, instructor at the College of Marin, won the short-fiction prize annually awarded by the University of Iowa Writing Program. Ms. Hedin will receive one thousand dollars, and her winning story will appear in a book of short fiction to be issued by the University of Iowa Press in August 1979. All entries for the prestigious award were submitted to an editorial board. This year's final selection was made by John Gardner.

REGION IV: NORTH VALLEY

Directors: Shirley Middleton, Cosumnes River College; Robert Mognis, Modesto Junior College.

Robert Mognis, Literature and Language Arts Chairperson at Modesto Junior College will speak on the subject of preparation of two-year college English teachers at the national ADE seminar at San Luis Obispo on July 14, 1979.

Sacramento State University English department invited faculty from the community colleges and the high schools in their area to go over their junior year proficiency exam and to discuss how the exam is administered and scored.

REGION IX: SAN BERNARDINO

Directors: Judith R. Hert, San Bernardino Valley College; Jim Moore, Mount San Antonio College.

English Department chairs and instructors from the San Bernardino area met for lunch in Redlands in April to plan a local conference. Representatives attended from Mount San Antonio, Chaffey College, College of the Desert, Mount San Antonio College, Crafton Hills College, Victor Valley College, and San Bernardino Valley College. The group discussed programs and problems at each campus and decided to hold a Friday afternoon-dinner-evening workshop in San Bernardino. There will be small group discussions over wine in the afternoon and a speaker at dinner. Specific information will be available in the September issue of *i.e.*

REGION VII: NORTH LOS ANGELES

Directors: Genevieve S. Meyer, Los Angeles Trade-Technical College and Sr. Joseph Adele Edwards, Mount St. Mary's College

Instructors attending the North Los Angeles Regional Conference on March 15 heard Dr. Thomas H. Peterson, CSULA coordinator of remedial and freshman composition, discuss the university writing programs which include the important new two-level remedial program of courses offered for baccalaureate credit.

Other significant presentations concerned elective literature. Richard Wood, Chair of English, Pasadena City College, detailed the disintegration of a fine literature program to illustrate a growing problem assailing the humanities on many campuses. Participants discussed the cause and effect factors.

Nina Theiss, Chair of English, Santa Monica College, shared several innovations developed in her department whose methods could be successfully adapted to maintain a viable literature program at other colleges.

Stephen Statham, Chair of English, Los Angeles Valley College, reported findings in sociolinguistics and psycholinguistics that can help instructors with "Coping in the Classroom." His pointers for understanding contemporary students and dealing with their reactions were gleaned from studies by Hans P. Guth, Ross Winterowd, Mary E. Taylor, and Morris Holland.

Conference hostess was Gretchen Marlotte, Chair of English at West Los Angeles College where the annual half-day meeting was held.

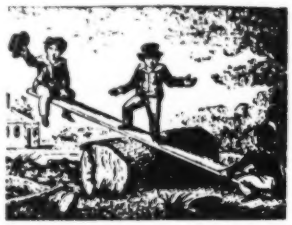
Sister Joseph Adele Edwards, Director of Communication Skills at Mount St. Mary's College, has received a 1979 National Endowment for the Humanities $2500 grant for an eight-week summer seminar on "The American Playwright" at the University of Texas, Austin.

REGION X: SAN DIEGO

Directors: Gloria Floren, Mira Costa College; Ann Clutinger, San Diego Mesa College.

On June 1, 1979, the San Diego Region held a conference for instructors of English and department chairs at San Diego Mesa College. The conference participants attended two sessions. The first session, led by Gloria Floren, Chair of Letters, MiraCosta College, examined the issue of writing proficiency testing in both the San Diego area (as a response to the San Diego State University call for a uniform, county-wide proficiency test) and the state (a position taken by the California Post-Secondary Education Commission [CPEC] Intersegmental Committee on Writing Skills for statewide standards and testing for college-level writing).

After a coffee break, the second session, led by Ann Clutinger, Chair English Department, San Diego Mesa College, convened. Participants in this session discussed writing programs, composition load for community college instructors, and transfer credits for pre-freshman composition courses.



Save The Dates

Fall in Southern California blends balmy days with mild nights; the Southern California coastal area charms all its visitors. Put these two facts together and you get the time and the place for ECCTYC's THIRD STATE-WIDE CONFERENCE FOR CHAIRPERSONS IN CALIFORNIA TWO-YEAR COLLEGES: November 1-3 at the Registry Hotel in Newport Beach.

The conference opens late Thursday afternoon with registration and a no-host cocktail party at which the participants have an opportunity to get acquainted and begin sharing their ideas.

Activities during the next two days include two prominent speakers who will address the conference as a whole, and a variety of sessions that will offer information, programs, and research related to the teaching of English and the chairing of English departments. One session, for example, focuses on ESL. John Coates, who has visited ESL programs throughout the state, heads a panel discussing various approaches to teaching foreign students. Another panel explores specific ways in which Roger Garrison's techniques and philosophy have been adapted at community colleges using his approach to the teaching of writing. Other presentations include the recent research in psycho-linguistics; techniques and resources for conducting successful in-service training sessions; and experienced chairpersons sharing their method for managing time, setting and producing department goals, and influencing administrators and staff. To allow participants access to as many sessions as possible, each session will be repeated.

One important aspect of a conference—and a major component of its value—is discussion, both intimate and spontaneous. To provide both time and opportunity for this, a half-hour is allotted between sessions, and the sessions' starting and ending times allow for visits with acquaintances over morning coffee or afternoon drinks.

Now SAVE THE DATES—November 1, 2, and 3—and plan to join your colleagues from the other two-year colleges in California at the Registry Hotel in Newport Beach. This attractive hotel is adjacent to the Orange County Airport, provides airport transportation, and is accessible to many excellent nearby restaurants.

For more complete information consult the September issue of *inside english*.

More Letters

(Continued from Page 2)

Dear Editor:

To put it bluntly, I was bored by the "Abolishing Grammar" excerpt printed in the Winter issue of *inside english*. It reads more like graffiti than intelligible discourse.

While I must admit that Berne and Zekowski may have some point, I'm not quite sure what the point really is. A "grammarless language"? That's a contradiction in terms; that's like saying a "motionless dance" or a "silent song." Language, like music and dance, is a medium built on form, patterns, conventional and commonly understood structures. Without form, without pattern, without "rules" (those summary statements of form and structure), there is no possibility of communicating any meaning, no possibility of sharing experience.

It is precisely because we do share a sense of verbal pattern that we can enjoy the verbal universe.

I worry about teachers becoming demagogues who insist that grammar is useless, or worse, dangerous. Just because they have already integrated the grammar of a language, they claim that no one else needs to learn it. I worry that theirs is, in practical terms, a racist and provincial outlook.

Now, when Berne and Zekowski say that the 300 or so rules governing English grammar (do they mean "grammar"? "usage"? "mechanics"?) drive students away from literature—reading and writing—they may be getting to something. In particular, they may be referring to the way grammar is taught and learned in schools. I hope so; for to say that the grammatical rules of a language drive people away from enjoying and using the language (i.e., reading and writing), they come dangerously close to sophistry (it's like saying the complexities of rhythm and tone drive people away from enjoying and using music).

Language, with its grammar, transports us from a state of isolation and alienation to a world of communion with other folks. We can use that vehicle just as we use our modern cars, which take us from place to place without our needing to know exactly how the motors work. What happens when the car breaks down, though? Do we take it to someone who believes that the motor is meaningless, useless? No, we take it to someone who knows exactly how that motor works, who respects the rules of mechanics, and who loves working on the machine to correct its dysfunction so that it is again usable. And if we wish to be truly self-reliant and independent, we learn ourselves exactly what that mechanic knows.

Maybe the reporter misunderstood the thesis of Berne and Zekowski; Miller's article is itself incoherent. Or is Miller simply demonstrating the incoherence and absurdity of abolishing grammar?

GLORIA FLOREN
Mira Costa College

Literature Enrollment

(Continued from Page 1)

Two-year college literature faculty report satisfaction with their current position. A relatively small number of this faculty find a faculty position in a four-year college, a position in another community college, or a position in a professional association "very attractive."

When asked about extra-curricular activities, literature faculty, more than faculty in other disciplines, found too few colloquiums, seminars, and lectures, and too few exhibits, concerts, recitals, and films open to students. Compared to other humanities faculty, more literature instructors said they experience the humanities by visiting museums, shows and exhibits, through reading or attending classes, lectures and seminars, and through participating in theater groups and listening to records, television, or radio.

Conclusions

The dominance of career, compensatory, and community education in the two-year college (Cohen, 1977) signals the need for literature to broaden its appeal. Literature faculty already feel the effects of compensatory education through the prominent place writing takes in their workloads. Attempts to popularize literature have not met with success. Expectations for strengthening the literature curriculum through courses relevant to women and ethnic minorities (Group Literature) have been dashed by sharp enrollment declines (24 percent from 1975 to 1977). Also contrary to expectations, Popular Literature, such as science fiction and the occult, has experienced enrollment declines (19 percent from 1975 to 1977). These areas, even before enrollment declines, accounted for only a small percentage of the literature curriculum. The Introductory or Genre courses, which dominate the literature curriculum, typically serve the needs of the transfer student. But nearly half the enrollments in two-year colleges are in occupational programs and students taking courses for personal enrichment or career development also comprise a significant audience for the community college.

Restructuring literature through interdisciplinary approaches has been suggested (Green, 1972; Fischer, 1972). Career-oriented students may be reached through integrating career education into literature (Finn, 1977) or developing literature units within occupational courses. Providing literature offerings through minicourses, projects, workshops, and television productions has been proposed as a means of stimulating enrollments (Carnegie Conference, 1975). Arthur Cohen, in a June 1977 article in *Change* magazine entitled "Humanizing the Curriculum," makes further recommendations that will help humanities disciplines strengthen their position in the two-year college.

Curricular innovations can be initiated by two-year college faculty who are more affiliated with their professional organizations, who have greater experience in community college teaching, and who involve themselves in the humanities more than their humanities colleagues. The instructors also report that they would like to see more interdisciplinary courses and more extracurricular activities in the humanities. Their efforts can begin to counteract the declining enrollments and suggest imaginative approaches to meet the needs of the diverse community college student population.

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CALENDAR

CENTRUM POETRY SYMPOSIUM
9-20 July 1979, Port Townsend. Address Centrum, Fort Worden State Park, Port Townsend, WA 98368.

WESTERN LITERATURE ASSOCIATION
4-6 October 1979, Albuquerque. Address Richard W. Etulain, Dept. of History, Idaho State University, Pocatello 83209.

ECCTYC STATE CONFERENCE OF CHAIRPERSONS OF ENGLISH
2-3 November 1979, Newport Beach. Information to be mailed in September.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
22-24 November, 1979, San Francisco. Write Robert Harvey, NCTE Convention Coordinator, 1111 Kenyon Road, Urbana, IL 61801.

THE LONELINESS OF PAPER

Lying in the darkness of a desk drawer,
the blank sheet of paper
cannot see
its own still brilliance,

and it longs for a wind to shake in
like a kite,
for stars to sweep across its virginal
texture,
for mountains to fly over,

for mirrored images of people
shimmering in wet concrete as windows
reflect
a city's windy, chill
topography, for friends talking, smoking

drinking coffee,
munching apples
on a cold crisp day enclosing, clarifying
their euphoric dreams.

The paper tells me
of its loneliness.
It longs for words, for even a crack
in the drawer so that music

from other rooms,
shadows, light, the echo of flowers,
can wash across its surface. It wants
to be what it can be.

Sumio Matsuda
East Los Angeles College

PAPER

I have always loved paper
particularly on bright days
when light from the outside
fills the room and finds

itself on the white square
sheet on the scarred desk,
that light then locating almost
a textured purpose that invites

the mind, the hand, effortlessly
to draw, to form words of
beginnings, of ends, and meanwhile
of varied sunny shapes taking

their life from the outside
mainly but the inside, too,
and then pleasing the eye
so that when evening comes

and the warm dark falls
over the varied city I love
they will be there still,
living for another new day.

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